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ABSTRACT

This report reviews some of the comprehensive changes made by Miami-Dade Community College (MDCC) in its general education curriculum and overall academic environment, focusing specifically on the implementation of standards of academic progress, designed to monitor student progress and provide appropriate support. The report begins by examining the issue of how to maintain academic standards in the context of open admissions and by suggesting that faculty should use absolute standards of performance, that students failing to meet these standards should be placed on probation or suspended, and that broad quality assessments be used to place students in courses geared to their level of ability. The second section of the report reviews MDCC's changes in its curriculum and support services. Sections III and IV discuss the implementation of the standards of academic progress and of an Academic Alert and Advisement System (AAAS), used to alert students of their need for academic improvement. Section V reviews studies of the potential impact of the standards. Section VI presents an evaluation of the standards of academic progress using a historical comparison of Fall 1975 and Fall 1978 entering groups, revealing that students, faculty, and administrators alike favored the standards, that MDCC lost approximately 700 full-time equivalent students due to the implementation of the standards, and that the students in the warning category were more motivated to improve. Several appendices are included providing materials related to the AAAS and the academic standards. (KL)

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Implementation and Evaluation of the Standards of Academic Progress at Miami-Dade Community College

John Losak, Kamala Anandam, Hal Corson
Miami-Dade Community College

April 1981

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April 1981

Abstract

Students at Miami-Dade, similar to students throughout the United States, are demonstrating a decline in academic skills. In order to address this decline and to emphasize improvements in quality, Miami-Dade has initiated a number of changes in the curriculum and support services. These changes include a revision in the General Education requirements; reinstatement of a placement examination in the areas of reading, writing, and computation; initiation of Standards of Academic Progress to monitor the progress of students and provide the necessary support; establishment of an Academic Alert and Advisement System designed to detect academic difficulties early and suggest preventive measures beginning with the first term of enrollment; and development of an Advisement and Graduation Information System designed to facilitate both the matriculation and transfer process. The focus of this paper is on the Standards of Academic Progress during the period Fall 1978-79 and Winter 1979-80.

The primary purpose of this study is to provide formative evaluation of the Standards of Academic Progress initiated at Miami-Dade Community College in the Fall Term 1978. The Standards were implemented to achieve three major goals:

1. To motivate students toward higher academic achievement by alerting them early enough to deficient performance so that effective change could be obtained;
2. To identify the students who experience academic difficulty and provide them with specialized support services;

3. To save both State and Federal funds from being expended on students when evidence was clear that they continue to perform below standards despite academic probation and additional support.

The various sections of this paper represent three major topic categories. The first is a synopsis of the educational issues and Miami-Dade's efforts to address these issues; next is a summary of previous studies conducted to measure the impact of the Standards; the final section summarizes a research project to evaluate the actual use of the Standards of Academic Progress during the first year of their implementation.

The results are, for the most part, clear. 1) Students, faculty, and administrators alike favor the concept of Academic Standards. 2) Miami-Dade has lost approximately 700 full-time equivalent students per annum as of Winter 1979-80 through Suspensions and Dismissals resulting from the academic performance requirements imposed by the Standards. 3) Students in academic difficulty are voluntarily discontinuing at a rate higher than observed before the Standards were established. 4) Those placed under Academic Warning are being motivated to achieve at a higher level than a comparable group of low achievers who did not experience the interventions now provided. 5) State and Federal funds are being saved at the rate of approximately $1.1 million dollars per annum by discontinuing students not performing satisfactorily sooner than they would have voluntarily withdrawn.

Based on the results of this formative study, the following recommendations appear reasonable:

1. The Standards of Academic Progress should remain in effect at Miami-Dade, with continued development of accompanying interventions.
2. Since only 43.8% of the students placed on academic Warning and subsequently attaining a Clear status achieved a grade point average sufficient for graduation (although a considerably higher proportion than a comparable Pre-Standards Group), the grade point average needed to maintain a Clear status should be raised.
3. Assuming that limited State and Federal resources should be directed to those students able to benefit from receipt of such expenditures, other two-year colleges in the United States should consider a similar intervention strategy.

The operational use of the Standards of Academic Progress appears to successfully provide a process to partially resolve the philosophical dilemma of maintaining both open access and quality control. Students can be admitted, be provided the educational opportunity essential in a democratic society, be recipients of tax dollar expenditures, yet be discontinued after a reasonable period of time and appropriate assistance when the evidence indicates that they are not making sufficient academic progress during their enrollment at Miami-Dade.

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INTRODUCTION: THE SEARCH FOR QUALITY

The world of higher education constantly faces issues of one kind or another that impact decision making processes. The issue of how to maintain academic standards in the context of open admissions is a most demanding one, and has brought to the surface numerous debates and discussions as well as mandates and monitoring procedures. John Gardner has summarized the more general issues involved in the simultaneous search for both equality of opportunity and excellence of performance in his Excellence: Can We Be Equal and Excellent Too?[1] The issues become more acute in open access institutions.

In the United States, the focus on open access has led to a system that records the highest rate of student enrollment in higher education of any nation in the world. Probably the major thrust in this growth occurred with the development of the Land Grant Colleges which were launched to expand the curriculum beyond the classical offering and to open doors to people who previously had little interest and/or aptitude for such a constricted education. The Land Grant Colleges during their first seventy-five years of existence provided open access to high school graduates. In the last quarter century this function has been assumed by the two-year colleges, many of which do not require a high school degree for students to enroll.

[1] John Gardner, Excellence: Can We Be Equal and Excellent Too? New York, New York: Harper & Row, 1961

Even the most fervent adherents of open admissions, however, do not deny the need for quality. Disagreements arise primarily over the point at which quality should be assessed, and the methods suggested for assessing it. Stated simply: when and how should students be screened in their pursuit of higher education? Students who seek admission to private selective institutions in the United States are screened via admission standards as they attempt to enter college following their high school graduation. In open admissions institutions, however, the screening occurs as students begin to compete for grades in the classroom. Large numbers of students enroll not only for reasons of convenience and cost, but also because they would not qualify for admission at other institutions. There is an obvious divergence in philosophy, then, between open admissions institutions and institutions which admit students only if they have previously demonstrated academic quality.

For those institutions which accept a large proportion of students who are not eligible on the basis of academic credentials to enroll at more selective institutions, the issue of quality in academic performance is crucial. Not having selected students on the basis of academic quality initially, how do these colleges assure quality so that their graduates acquire the understanding, knowledge, and facts that society deems important for people completing college degrees?

There are three approaches that might be used to help assure quality. First, faculty could use absolute standards of performance in assigning classroom grades. Second, students who did not perform satisfactorily could then be placed on probation or suspended. Finally, a broad quality assessment could be made at entrance to help place students in coursework geared to their initial levels of ability.

For the first approach, it is necessary to assume that faculty can use absolute standards of student performance in the classroom related to some predetermined levels of competency. Given this assumption, those students who do not attain sufficient levels of quality academic performance would not matriculate to the Associate degree. In practice, however, this is rarely if ever the case. Rather, instructors are inclined to adjust their teaching to the characteristics of their students and to also assign grades on the basis of some relational concept rather than an absolute concept. With this practice, a number of students obtain a degree from colleges and universities despite performance at a level considerably below that achieved by graduating students in earlier years. While this is not anything new in higher education, the low level of performance by many recent graduates has led to a rethinking among college educators regarding the leniency of grading practices in their institutions.

Assuming that grading practices are fairly rigorous, the second approach requires that colleges decide what will happen to students who do not perform satisfactorily. At one extreme, colleges may never place students on probation regardless of poor quality performance. At the other extreme are those few colleges which place students on probation at the end of their first semester if they achieve less than a "C" average. In the past, two-year colleges have leaned more toward liberal than stringent standards and have generally taken the position that students can best judge when they should discontinue their education. Now, a clear shift is occurring in two-year colleges away from some of the more liberal

policies with regard to academic standards toward somewhat more rigorous expectations for academic performance. One of the net effects of this movement is to place higher expectations on the achievement of students at an earlier point in their academic careers.

Finally, open access institutions could take the third approach and establish entrance testing for purposes of student placement. Students would then begin coursework matched to their entering academic skills. and increase their chances for success. Faculty members would also have more homogeneous ability levels in their classrooms, which could help shift relational grading practices toward more absolute standards. The crucial difference between this type of entrance testing and that used by selective admissions institutions is that placement tests determine initial access levels rather than denying access altogether.

ACADEMIC QUALITY AT MIAMI-DADE COMMUNITY COLLEGE

Concern for quality education in the context of open admissions is now being given a renewed focus at Miami-Dade Community College. Suspension and probation of students for poor academic performance had been a stated policy since the College opened in 1960. However, in practice, few students were directly impacted by the extremely liberal application of this policy. Many reasons can be offered for the current trend toward more rigorous academic standards, but three are most apparent. First, the number of academically underprepared students across the United States has dramatically increased during the past decade.[2] Next, the astonishing growth of the two-year colleges during the last twenty years is on the wane; faculty and administrators may now turn their attention to other issues and problems that had been submerged by the struggle to cope with the unprecedented growth. Finally, the trend toward more rigor in academic standards is consistent with the conservative political mood expressed throughout American society today.

In response to these concerns for academic quality, Miami-Dade initiated comprehensive changes to the General Education Curriculum and the overall academic environment. Planning for the implementation of a new General Education Program began in 1977, with implementation scheduled for 1982-83. In addition to the establishment of a new General Education Program, these changes include imposition of a mandatory Basic Skills

[2]College Entrance Examination Board, On Further Examination: Report of the Advisory Panel on the Scholastic Aptitude Test Score Decline, New York, 1977.

Assessment Program in reading, writing, and computation skills; adoption of minimum academic requirements (Standards of Academic Progress); development of a computerized system for monitoring academic progress; providing mid-term advisement (Academic Alert and Advisement System); and establishment of a system for tracking eligibility for graduation (Advisement and Graduation Information System). When all of the components are in place, and the students have had opportunities to participate in all of them by the end of 1984, the flow of students at the institution will follow the paths illustrated in Appendix A.

Two of these comprehensive changes, the Standards of Academic Progress and the Academic Alert and Advisement System, are discussed in this paper, with the primary focus on the Standards of Academic Progress. The decision to adopt more rigorous academic standards was accompanied by a commitment to apply the new Standards as consistently as possible to all students. With over 69,000 students (unduplicated headcount) enrolling each year on four major campuses and at over 200 Outreach locations, the uniform application of the Standards of Academic Progress presented a major technical task.

The decision to impose minimum academic standards was also accompanied by a commitment to provide students with more information about their status and progress during the academic term so that they had an opportunity to improve their performance, maintain satisfactory academic progress, and avoid the penalties associated with the new requirements. To accomplish this task, the Academic Alert and Advisement System was developed. This paper provides background information concerning the decisions and circumstances leading up to the development

of the Standards of Academic Progress, describes the Academic Alert and Advisement System, summarizes studies conducted which analyzed the potential impact of the application of the Standards, and describes a comparative study undertaken to provide formative evaluations of these Standards.

IMPLEMENTATION OF THE STANDARDS OF ACADEMIC PROGRESS

The Standards of Academic Progress provide a comprehensive system for classifying student academic standing each term. The primary purpose for adopting the Standards was to permit better identification and assistance for students with academic difficulties. The specific goals expected to be accomplished by the College in initiating the Standards were: 1) To motivate students toward higher academic achievement by alerting them early enough to deficient performance in their program so that effective change could be obtained; 2) To identify the students who experience academic difficulty and provide them with specialized support services; and 3) To save both State and Federal funds from being expended on students when evidence was clear that they continue to perform below Standards despite academic probation and additional support.

The criteria which were established to determine student placement in the various Standards categories were deliberated at some length by personnel throughout the College. An effective compromise was achieved resulting in the definitions elaborated in Table 1. The decisions to use a 1.5 grade point average (GPA) and the ratio of credits earned to credits registered as the critical measures for placement were based on several considerations. First, since this was a major shift in operational policy for the College, an initially modest GPA requirement seemed to be in the best interest of the students. The decision was made with clear recognition that a 1.5 GPA was far from being a rigorous requirement for academic achievement. Once College policy was established, however, the College

could increase its demands on future students who would begin their enrollment under firm policies for Probation and Suspension. The College also recognized that the new requirements would have a serious impact on student attrition. Although hypothetical studies were conducted to provide some sense of the magnitude, there was no clear certainty of what the full impact would be.

Beginning with the Fall Term 1978, a plan to phase in the new Standards was put into effect. For those students who had never attended college before, the Standards were effective immediately at the point of their initial enrollment. Every student received a copy of the new requirements and was offered the opportunity for personal counseling (Appendix B). Those students who had previously enrolled at Miami-Dade received notification about their present academic status as defined by the new Standards; however, continuing students were advised that suspensions would not take place until the end of the following Winter Term. Thus, they were provided two major terms during which they could receive College assistance to improve their academic record.

Throughout the first year, a concerted effort was made to inform all students of the policy changes and the implications of these changes for their continued enrollment at Miami-Dade. During the Fall Term, each campus established special programs to assist those students who were experiencing academic difficulties. As one example, the North Campus conducted student goal-setting sessions which were coordinated by the counseling staff.

IMPLEMENTATION OF THE ACADEMIC ALERT AND ADVISEMENT SYSTEM

Quite early in the planning phases of the Standards of Academic Progress, it became clear that the College should try to provide early alert and advisement to students needing improvement in their academic performance. The goal was to help students avoid reaching the point of academic Warning, Probation, or Suspension at the end of a term. To accomplish this objective, a computerized information system called the Academic Alert and Advisement System was developed to provide students with a mid-term report about their progress in each of their courses.

These reports, commonly referred to as RSVP[3] advisement letters, are based on evaluations by faculty of student academic performance and attendance. The advisement letters also incorporate other available information about the student such as test score results, age, native language, visa status, advisement status, finanical aid status, enrollment status, types of courses, numbers of credits registered, number of credits dropped, cumulative grade point average, cumulative hours dropped, cumulative hours earned, and Standards of Academic Progress status. Additional information about the development and implementation of this system along with examples of letters mailed to students is provided in Appendix C.

Table 2 provides summary statistics for major terms when the Academic Alert and Advisement System was used. After the letters were

[3]RSVP (Response System with Variable Prescriptions) is the computerized system used for this purpose.

mailed out at mid-term, each campus had in place several follow-up projects with special groups of students, such as those needing improvement, and international students. Through the Academic Alert and Advisement System, approximately 56,000 students were provided with individualized advisement letters all within a span of a week (from computer processing to mailing). The quantity and quality of information included in the RSVP advisement letters give promise for better course selection and better utilization of support services. While reliance on computers in academic settings is often perceived as dehumanization of the educational process, computer assisted advisement does appear to permit the processing of information for large numbers of students on an individualized basis.

The Academic Alert and Advisement System has been well received by faculty, students, and administrators. Telephone interviews were conducted with 478 randomly selected students, while a selected sample of faculty members was asked to complete a short evaluative questionnaire. Summaries of the findings from both surveys are presented in Appendix D.

STUDIES RELATED TO THE POTENTIAL IMPACT OF THE STANDARDS OF ACADEMIC PROGRESS

While the recommendation for establishing Standards of Academic Progress was being considered, studies of a hypothetical nature were carried out to determine the potential impact of the proposed policy. Separate studies were conducted for the Fall and Winter Terms of 1978-79 (cf. Research Reports #78-92 and 78-96 in Appendix E). Both studies indicated that Miami-Dade would experience a reduction of approximately 700 full-time equivalent (FTE) students per year with full implementation of the Standards. In financial terms, a loss of 700 FTE credit enrollment results in a reduction in income for the College of approximately $800,000 per annum.

Impact studies conducted following the first suspensions at the end of the Winter Term 1978-79 supported the earlier estimates (cf. Research Report #79-30 and Research Report #79-35 in Appendix F). Since the Standards were implemented gradually, an accurate pattern of the impact on FTE from suspension of students was not established until the Fall Term 1979-80. At the end of the Fall Term 1979-80, 3.8 percent or 1,609 of the 42,762 students were suspended, while 11.6 percent of all 42,762 students appear in other than a Clear category. The percentages for all categories of academic standing at the end of the Winter Term 1978-79 and Fall and Winter Terms 1979-80 are presented in Table 3. The suspensions at the end of the Fall Term represented an estimated loss of enrollments to the College for the Winter Term of approximately 380 FTE.

The hypothetical studies conducted before the Standards were implemented further indicated that the College could expect the Standards to have a differential impact on students in different ethnic categories. The statistics on academic standing by ethnic category during the three major terms following implementation of the Standards are presented in Table 4. During the first year of implementation, Black students experienced a disproportionately higher suspension rate than did White non-Hispanic and Hispanic students. At first glance, the percentage of Black non-Hispanic students with a Clear standing seems to have improved from 74.4% in the Winter Term 1978-79 to 81.8% in the Fall Term 1979-80. However, this change is a misleading figure inasmuch as a large number of students were "backlogged" in the system at the end of the Winter Term 1978-79.

A more meaningful comparison can be made between the Fall Term 1979-80 and the Winter Term 1979-80. The data in Table 4 indicate that the percentage of students in each ethnic category is not appreciably different from the Fall to Winter Terms 1979-80. But the number of Hispanics placed in the Clear category is 4 percentage points lower than the number of White non-Hispanics, and the number of Black non-Hispanics is about ten percentage points below the number of White non-Hispanics. These outcomes had been anticipated by the hypothetical studies and discussed at various administrative levels, including the College-wide Equal Access/Equal Opportunity Committee. Special efforts were planned by each campus to address the issue of differential impact by ethnic category.

EVALUATION OF THE STANDARDS OF ACADEMIC PROGRESS USING AN HISTORICAL COMPARISON GROUP

In addition to the qualitative judgments provided by students, faculty, and administrators, and descriptive and predictive impact studies, another perspective was obtained through a formative evaluation based upon data from student records. This evaluation consisted of a comparison of two groups of students who were similar except that one group attended Miami-Dade before implementation of the Standards, while the other group was subject to the academic performance requirements imposed by the Standards.

Students in both groups under study were full-time, first-time-in-college students for a given Fall Term. Full-time students taking 12 or more credits during their first term comprise a very large proportion of the students seeking an Associate degree from Miami-Dade. The Fall Term 1975 was selected for the Pre-Standards Group because students entering in the Fall Term 1975 were not influenced by the Standards during the next two years which comprised the comparison period in this study. For the Post-Standards Group, the Fall Term 1978 was selected because students enrolling for the first time were subject to the requirements of the Standards during their subsequent enrollment at Miami-Dade.

The study addressed several research questions related to both an overview of student progress and to a more particular examination of students in the various categories. With respect to overall student progress after two years of enrollment, the following questions were asked:

1. Was there any difference in academic performance for students who enrolled at Miami-Dade prior to the implementation of the new Standards when compared with students who enrolled after implementation of the Standards?
2. Was there any difference in the hypothetical distribution of Pre-Standards students among the various academic standing categories when compared with the actual distribution of Post-Standards students?

With respect to a more particular examination of students in the various academic standing categories at the end of two years of enrollment, the following questions were asked:

3. For those students in the Probation or Suspension categories, was there any difference in the basis for categorization (grade point average and credits earned/credits attempted ratio) for the Pre-Standards vs. Post-Standards Group?
4. For students initially in the Warning category, was there any difference in subsequent academic performance for the Pre-Standards vs. Post-Standards Group?

Three specific outcome measures were used: grade point average (GPA), retention rate, and academic standing as defined by the Standards of Academic Progress. Analysis was based on College-wide data only.

Overview of Student Progress

Table 5 summarizes retention rates and mean cumulative grade point average for Pre-Standards and Post-Standards students who continued their enrollment during the three succeeding major terms (Winter, Fall,

and Winter). Note that the students were not required to enroll full-time in each of the succeeding terms but merely to have enrolled.

At least during the initial period of implementation, it was expected that a decrease in retention would occur since some students might perceive Academic Alert messages and academic Warning status as cues for discontinuing their education. A slight decrease in retention did in fact occur, with 48.7% of the Pre-Standards Group continuing to enroll for three major terms as compared to 46.2% of the Post-Standards Group. When analyzed by ethnic category, the difference in retention for the two groups was greatest for Black non-Hispanic students. When comparisons were made by sex category, the difference was greater for female students. When both ethnic and sex categories were considered together, Black non-Hispanic females recorded the greatest difference, followed by Hispanic males.

As could be predicted from the nature of the Standards, Table 5 also shows that Pre-Standards students had a lower mean grade point average (2.69) than the Post-Standards students (2.78) who entered in the Fall Term 1978. The Standards were intended to discourage reenrollment of students who repeatedly failed to demonstrate minimal levels of academic achievement. The higher mean grade point average for the Post-Standards students seems to indicate that this objective of the Standards has been accomplished.

The second research question was addressed by examining differences in the hypothetical distribution of Pre-Standards students among the various Standards categories without the actual intervention of the

Standards as compared with the actual distribution of Post-Standards students after implementation. One of the underlying assumptions being tested by this research question was that students receiving early intervention via the Academic Alert letters and placement under academic Warning ing would pay more attention to subsequent academic performance. If they did, fewer Probations and Suspensions could be expected to occur for the Post-Standards Group as compared with the Pre-Standards Group who experienced none of these interventions.

Due to College policies and definitions associated with the Standards, a small percentage of students may move directly to Probation status, without prior placement under academic Warning. However, most of the new students in the Post-Standards Group (approximately 80%) had received an Academic Alert report about their mid-term progress. For those who had not been performing satisfactorily, this report served as advance notice of their unsatisfactory progress.

Table 6 presents data on the distribution of students in the various Standards categories, and describes all students in the two comparison groups. Whether or not they continued to enroll, their academic standing at the end of two years was determined. Analyses of the data indicate that the proportion of students with a Clear standing for each group was approximately the same (74.5% of the Pre-Standards Group and 73.7% of the Post-Standards Group). Proportions with a Clear standing also remained the same when comparisons were made by ethnic category.

The proportion of students in the Warning category also remained essentially unchanged (6.2% of the Pre-Standards Group and 5.7% of the Post-

Standards Group). The proportion of students in the Probation category increased from 5.3% of the Pre-Standards Group to 11.9% of the Post-Standards Group. For the Pre-Standards Group, 10.0% were in the Suspension category at the end of two years compared with 8.7% of the Post-Standards Group. The 2.6 percentage points increase in Probation and 1.3 percentage points reduction in the Suspension category for the Post-Standards Group suggests that perhaps the Standards are working to facilitate voluntary discontinuation by students.

The distribution of students in the various categories of academic standing was also examined based on credits attempted or registered. Recall that the Standards categories are associated with differing credit levels. academic Warning is possible only after a student has attempted 7 to 16 credits. At that point, cumulative GPA determines whether the student is placed in the Warning category. Similarly, Probation is possible only when a student has attempted or registered for 17 to 29 credits. At that point, GPA or the credits earned/credits registered ratio determines academic standing. Finally, Suspension is possible only after a student has attempted or registered for 30+ credits. Again, the GPA or credits earned/credits registered ratio at that point determines actual standing.

By examining academic standing at various levels of credits attempted or registered, the performance of students for whom academic Warning, Probation or Suspension is possible can be analyzed separately and the impact assessed more accurately. Tables 7 and 8 provide an analysis of academic standing after two years for designated levels of credits attempted or registered by students in the Pre-Standards and Post-Standards Groups.

Tables 7 and 8 respectively provide this analysis for placement in a standing category based on low grade point average and the ratio of credits earned to credits registered.

The data in Table 7 indicate that the percentage of students from the Post-Standards Group in each non-Clear category of academic standing has shown a slight decline when compared to the Pre-Standards Group. Evidently, students in the Post-Standards Group who reach the various credit levels correlated with Academic Standing have slightly higher GPAs. Data in Table 8, however, show that the percentage of students in non-clear categories due to credits earned/credits registered ratio has increased for the Post-Standards Group. Students in the Post-Standards Group appear to have withdrawn from courses at a higher rate than students in the Pre-Standards Group. Taken together, these two tables indicate that as students in the Post-Standards Group are made more explicitly aware of their poor academic performance, they are choosing to withdraw from courses rather than risk a low grade point average.

Examination of Performance in Specific Categories

The third research question examined was the basis for categorizing students into Probation or Suspension at the end of two years. This question follows naturally from the previous observation that Post-Standards students appear to be withdrawing from courses rather than risk a low grade point average.

Recall from Table 5 that a slightly higher proportion of students in the Pre-Standards Group were in a Suspension category (10.0%) when compared to students in the Post-Standards Group (8.7%). Table 9 presents

data on the basis for categorizing students into Probation or Suspension (either for low GPA or a low ratio of credits earned to credits registered). It can be seen from these data that the overwhelming majority of students were eligible for Probation or Suspension because of their low ratio of credits earned to credits registered.

It should be recalled that Probation or Suspension for low GPA takes precedence over placement due to a low ratio of credits earned to credits registered. Approximately two-thirds of the students in each group were placed in a Probation or Suspension category due to their low credits earned/credits registered ratio. The data also indicate that students in the Pre-Standards Group were more likely to be placed in a Probation or Suspension category for low GPA than students in the Post-Standards Group. These data support the idea that as students are made more explicitly aware of their poor academic performance, they appear to be choosing to withdraw from courses rather than risk a low grade point average. This pattern of high course withdrawal demonstrates the need to have both criteria for placement in Probation or Suspension categories.

The fourth research question focused on differences in subsequent academic performance for students in the Pre-Standards and Post-Standards Groups who were placed on academic Warning. Two measures of academic performance were used: GPA after two years and retention rate after two years for students placed on academic Warning during their first term. The expectation was that the actual implementation of the Standards would result in a higher GPA and lower retention rate for the Post-Standards Group as contrasted with the Pre-Standards Group. The data are summarized in Table 10 for those students who had continuous enrollment after being placed on

academic Warning. Continuous enrollment was defined as enrollment for all subsequent major terms (i.e. Fall and Winter Terms). The results indicate that 221 or 22.9% of the Pre-Standards Group continued to enroll after two years, while only 137 or 17.0% of the Post-Standards Group continued enrollment. The mean grade point average for the Pre-Standards Group was 1.48, while the Post-Standards students had a mean grade point average of 1.94. Although the mean GPA for the Post-Standards Group is considerably higher than that of the Pre-Standards Group, the fact that the mean GPA of the Post-Standards Group did not reach the 2.00 level which is necessary for graduation should be viewed with concern.

A closer examination of the actual GPAs of these two groups did reveal some clear improvement, however. Of those initially placed on Warning in the Post-Standards Group and who then enrolled for three consecutive major terms, 43.8% did achieve a GPA of 2.00 or higher compared to only 21.7% from the Pre-Standards Group. While the actual numbers involved are small, these figures clearly indicate that more students are succeeding in the Post-Standards Group after experiencing formal action by the College than similar low performing students not placed on Warning.

Another measure of subsequent academic performance for students placed on academic Warning was the extent to which they achieved a Clear standing after two years. This is a more specific examination of the progress of these students and indicates what proportion remained in school, had a sufficiently high credits earned/credits registered ratio, and achieved a GPA greater than 1.50.

Table 11 provides a summary of the comparison of subsequent academic progress after two years for the Pre-Standards and Post-Standards

Groups. The students in the Pre-Standards Group were less likely to have a Clear academic standing than the students in the Post-Standards Group. Of the initial Pre-Standards Group of 964 students, only 134 (13.9%) had a Clear standing after two years, whereas 146 of the 806 Post-Standards students (18.1%) had a Clear standing. This comparison was made for all students in the initial group, not taking into account their subsequent enrollment. Since continuous enrollment makes it more likely that a student will be impacted by the Standards, this same comparison was also made for students in each group who had continuous enrollment after reaching academic Warning status.

Recall from Table 10 that 221 (22.9%) of the Pre-Standards Group and 137 (17.0%) of the Post-Standards Group had continuous enrollment after being placed under academic Warning. For students with continuous enrollment, 82 (8.5%) of the initial Pre-Standards Group had earned a Clear standing after two years as compared to 102 (12.7%) of the Post-Standards Group. When subsequent Clear standing is examined based only on students who were continuously enrolled, a much greater difference is revealed with 37.1% of the Pre-Standards Group (82 out of 221 students) having a Clear standing as compared to 74.5% (102 out of 137 students) of the Post-Standards Group. These figures provide clear evidence that those students who continued to enroll after the establishment of the warning system were far more likely to have a Clear standing than Pre-Standards students. However, the percentage of all students from both of the initial groups who achieved a Clear standing after two years (8.5% for the Pre-Standards Group and 12.7% for the Post-Standards Group) was relatively low.

SUMMARY, QUALIFICATIONS, AND CONCLUSIONS

The Standards of Academic Progress were established to permit better identification and earlier assistance for students with academic difficulties, to motivate students to achieve higher academic performance, and to discontinue students from further enrollment at Miami-Dade when evidence was clear that they were not demonstrating sufficient academic progress despite additional academic support services.

The studies discussed in this paper are both of a qualitative and quantitative nature. The former studies were undertaken through polls of students and faculty for their views regarding the Standards of Academic Progress. Members of both groups were quite positive in their comments about the Standards, including even those students whose academic performance placed them in a Standard category of Warning, Probation, or Suspension. Faculty seem to be quite supportive of establishing more rigorous demands in our continuing search for quality education for all students. They are also very supportive of the tracking capabilities of the computer monitoring system as a process for determining student progress each term.

The attempt to gather quantitative data and to draw inferences was hampered by a number of unresolvable difficulties. First, the nature of the students probably changed between 1975 when the Pre-Standards Group was drawn and 1978 when the Standards were implemented. College records indicate that the mix of ethnic categories changed significantly during this time. In the Fall Term 1975, the percentage of White non-Hispanic students

was 56.6%, but in the Fall Term of 1978, it had declined to 43.1%.

Historically and currently, enrollment of increased numbers of minority students in higher education has resulted (at least initially) in a general population with lower academic skills as summarized in the College Entrance Examination Board Report of 1977[6]. Assuming that this decline also impacted Miami-Dade, the College could expect to have fewer students in the Clear category for the Post-Standards Group as contrasted with the Pre-Standards Group. Since the Post-Standards Group did not have fewer students in the Clear category, it can be inferred that the implementation of the Standards is having the desired effect. However, because Miami-Dade did not require the use of test scores for its entering population during those years and does not have supporting data, only a tentative inference can be drawn from national trends.

Another difficulty in drawing conclusions is that none of the studies is in a strict sense longitudinal. That is, none of the analyses was of each and every student identified from a particular base population and followed throughout his/her educational career at Miami-Dade.

Undoubtedly, enrollment has been impacted by the initiation of the Standards and the College has experienced a loss of FTE that can be attributed to the implementation of the Standards. Overall, there is very little difference between the Pre-Standards Group and the Post-Standards Group after two years of enrollment in terms of the percentage of students who have a Clear standing category.

[6] op. cit. - College Entrance Examination Board Publication, P.5.

This report has described grade point average, retention, and subsequent academic standing, but has not dealt with graduation because the Standards have not been in place long enough for a large percentage of the students to have graduated. A separate study will be undertaken at the end of the 1980-81 academic year to compare the graduation rates for the Pre-Standards Groups.

In summary, the results of this first formative study of the Standards of Academic Progress at Miami-Dade are:

1. Students, faculty, and administrators alike favor the concept of establishing academic standards.
2. Miami-Dade has lost approximately 700 FTE per annum which can be directly attributed to implementation of the Standards.
3. Students in academic difficulty are voluntarily discontinuing at a rate higher than experienced prior to the Standards.
4. Those placed in the Warning category and continuing to enroll for two years are being motivated to achieve at a higher level than a comparable group of low achievers who did not experience the interventions.
5. State and Federal funds are being saved at the rate of at least 1.1 million dollars per annum.

Based on the results of this study, the following recommendations appear reasonable.

1. The Standards of Academic Progress should remain in effect

at Miami-Dade with continued development of accompanying interventions.

2. Since only 43.8% of the students placed on academic Warning and subsequently attaining a Clear status achieved a grade point average sufficient for graduation (although a considerably higher proportion than a comparable Pre-Standards Group), the grade point average needed to maintain a Clear status should be raised.
3. Assuming that limited State and Federal resources should be directed to those students able to benefit from receipt of such expenditures, other two-year colleges in the United States should consider a similar intervention strategy.

Table 1

Standards of Academic Progress

Student Performance*	Category	Result
Cumulative GPA 1.5 or higher and credits earned are greater than one-half of credits registered.	Clear	
7-16 credits attempted with less than a 1.5 cumulative grade point average.	Academic Warning	Credit limitations for registration are imposed and the student is expected to participate in a prescribed program of intervention (developmental studies, a study skills course, career counseling, etc.).
17-29 credits attempted with less than a 1.5 cumulative grade point average.	Academic Probation	Credit limitations for registration are imposed and the student is expected to participate in a prescribed program of intervention.
17-29 credits registered for but earned credit in less than half.	Academic Probation	Same as above. Probation due to GPA has priority over Suspension due to ratio of credits registered to credits earned.
30+ credits attempted with less than a 1.5 cumulative grade point average.	Academic Suspension	Student must discontinue enrollment at Miami-Dade through the next major term (Fall or Winter).
30+ credits registered for but earned credit in less than half.	Academic Suspension	Same as above.
After academic suspension for one major term, student requests enrollment.	Probation after Suspension	Student must maintain a 2.0 term average and earn credit in at least half the courses for which they register. After being readmitted following Suspension, the student fails to meet minimum standards, which are maintaining a 2.0 term grade point average and earning credit in at least half the courses for which they are registered.
	Academic Dismissal	Represents a separation of the student from Miami-Dade Community College for at least twelve months. Students are eligible to apply for readmission to the College after the dismissal period. Admission will be on a petition basis; in order for readmission to be approved, the petition must present evidence of some change in the student's circumstances.

An appeal process is available to students who can demonstrate extenuating circumstances.

*Definitions: Credits registered - credits for which student is registered at beginning of term; credits attempted - all credits registered except those for courses from which student withdrew during the term; credits earned - credits for which student receives grades of A through D.

Table 2

Statistics on RSVP Academic Alert and Advisement System

	Fall 1978-79		Winter 1978-79		Fall 1979-80		Winter 1979-80		Fall 1980-81	
Number of Students on file	9,706		20,351		35,544		32,803		56,636	
Number not Registered	-		4,209		11,427		6,684		14,610	
Number Registered	9,706		16,142		24,117		26,119		41,926	
	New[1]	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.[2]
Number Active	9,706	-	8,187	7,955	11,983	12,134	7,922	18,277	12,976	28,950
Percent Showing Satisfactory Progress in all Courses	40%	-	46%	45%	48%	46%	44%	52%	45%	52%
Percent Needing Improvement in One or More Courses	43%	-	33%	49%	35%	39%	26%	40%	34%	35%
Percent Having no Information on Progress	17%	-	21%	6%	17%	15%	30%	8%	21%	13%
Percent Needing Improvement in Attendance	31%	-	29%	38%	25%	28%	22%	31%	23%	24%

[1] "New" for Fall 1978 did not include transfer students.

[2] "Continuing" for Fall 1980 included for the first time all active students.

Table 3

Summary of All Students by Academic Standing

Academic Standing	Winter 1978-79 Number	Percent	Fall 1979-80 Number	Percent	Winter 1979-80 Number	Percent
Clear Standing	37,356	85.9	37,822	88.4	38,248	88.1
Warning	1,055	2.4	1,569	3.7	1,130	2.6
Probation	2,002	4.6	1,310	3.1	1,826	4.2
Suspension	2,512	5.8	1,609	3.8	1,334	3.1
Dismissal	not possible		0	-	327	0.7
Override	17	-	2	-	4	-
Extended Probation	578	1.3	450	1.0	546	1.3
Total	43,520	100.0	42,762	100.0	43,415	100.0

Table 4

Impact of SOAP on All Students by Ethnic Category

	Winter 1978-79 Number	Winter 1978-79 Percent	Fall 1979-80 Number	Fall 1979-80 Percent	Winter 1979-80 Number	Winter 1979-80 Percent
White Non-Hispanic						
Total Students	18,708	-	17,748	-	17,756	-
Clear Standing	16,954	90.6	16,248	91.5	16,294	91.8
Black Non-Hispanic						
Total Students	7,910	-	7,024	-	7,340	-
Clear Standing	5,883	74.4	5,745	81.8	5,881	80.1
Hispanic						
Total Students	16,063	-	17,132	-	17,467	-
Clear Standing	13,754	85.6	15,053	87.9	15,293	87.6
Asian or Pacific Islander						
Total Students	658	-	707	-	688	-
Clear Standing	602	91.5	641	90.7	632	91.9
American Indian or Alaskan Native						
Total Students	119	-	104	-	103	-
Clear Standing	105	88.2	89	85.6	91	88.3
Unreported						
Total Students	62	-	47	-	61	-
Clear Standing	58	93.5	46	97.9	57	93.4
All Students						
Total Students	43,520	-	42,762	-	43,415	-
Clear Standing	37,356	85.8	37,822	88.4	38,248	88.1

Table 5

Comparison of Retention Rates and Cumulative Grade Point Averages for Full-time First-time-in-college Students Entering in the Fall Terms of 1975-76 and 1978-79

Ethnic Category	Pre-Standards Group: Full-time First-time-in college Students Who Entered in the 1975-76 Fall Term				Post-Standards Group: Full-time First-time-in-college Students Who Entered in the 1978-79 Fall Term			
	Total Enrolled	Continued to Enroll for Two Years		Grade Point Average	Total Enrolled	Continued to Enroll for Two Years		Grade Point Average
		Number	Percent			Number	Percent	
Males								
White Non-Hispanic	1,737	725	41.7	2.73	1,080	443	41.0	2.74
Hispanic	835	495	59.3	2.66	1,044	527	50.5	2.73
Black Non-Hispanic	640	221	34.5	2.25	383	129	33.7	2.40
Asian	20	9	45.0	3.08	67	39	58.2	2.94
American Indian	6	1	16.7	3.90	7	1	14.3	2.20
Unreported	134	35	26.1	2.71	4	0	0.0	-
Total	3,372	1,486	44.1	2.64	2,585	1,139	44.1	2.70
Females								
White Non-Hispanic	1,284	642	50.0	2.95	962	440	45.7	2.93
Hispanic	781	487	62.4	2.81	1,198	708	59.1	2.90
Black Non-Hispanic	624	353	56.6	2.16	768	253	32.9	2.42
Asian	17	7	41.2	2.87	51	32	62.7	2.92
American Indian	4	2	50.0	3.37	7	2	28.6	1.95
Unreported	87	28	32.2	2.84	3	1	33.3	3.05
Total	2,797	1,519	54.3	2.74	2,989	1,436	48.0	2.83
All Students								
White Non-Hispanic	3,021	1,367	45.2	2.83	2,042	883	43.2	2.84
Hispanic	1,616	982	60.8	2.73	2,242	1,235	55.1	2.83
Black Non-Hispanic	1,264	574	45.4	2.19	1,151	382	33.2	2.41
Asian	37	16	43.2	2.99	118	71	60.2	2.93
American Indian	10	3	30.0	2.54	14	3	21.4	2.03
Unreported	221	63	28.5	2.76	7	1	14.3	3.05
Total	6,169	3,005	48.7	2.69	5,574	2,575	46.2	2.78

Table 6

Comparison of Academic Standing After Two Years for All Full-time First-time-in-college Students Entering in the Fall Terms of 1975-76 and 1978-79

Ethnic Category	Pre-Standards Group: Full-time First-time-in-college Students Who Entered in the 1975-76 Fall Term									Post-Standards Group: Full-time First-time-in-college Students Who Entered in the 1978-79 Fall Term								
		Academic Standing (Hypothetical) after Two Years									Academic Standing after Two Years							
	Total Enrolled	Clear		Warning		Probation		Suspension		Total Enrolled	Clear		Warning		Probation		Suspension	
		No.	%	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%
Males																		
White Non-Hispanic	1,737	1,316	75.8	149	8.6	145	8.3	127	7.3	1,080	805	74.5	66	6.1	125	11.6	84	7.8
Hispanic	835	627	75.1	37	4.4	67	8.0	104	12.5	1,044	734	70.3	46	4.4	134	12.8	130	12.5
Black Non-Hispanic	640	364	56.9	74	11.6	108	16.9	94	14.7	383	222	58.0	49	12.8	62	16.2	50	13.1
Asian	20	18	90.0	1	5.0	0	0.0	1	5.0	67	59	88.1	4	6.0	2	3.0	2	3.0
American Indian	6	2	33.3	1	16.7	1	16.7	2	33.3	7	2	28.6	3	42.9	1	14.3	1	14.3
Unreported	134	102	76.1	9	6.7	11	8.2	12	9.0	4	4	100.0	0	0.0	0	0.0	0	0.0
Total	3,372	2,429	72.0	271	8.0	332	9.8	340	10.1	2,585	1,826	70.6	168	6.5	324	12.5	267	10.3
Females																		
White Non-Hispanic	1,284	1,066	83.0	55	4.3	101	7.9	62	4.8	962	781	81.2	43	4.5	97	10.1	41	4.3
Hispanic	781	647	82.8	22	2.8	47	6.0	65	8.3	1,198	1,002	83.6	33	2.8	82	6.8	81	6.8
Black Non-Hispanic	624	367	58.8	32	5.1	83	13.3	142	22.8	768	443	57.7	69	9.0	158	20.6	98	12.8
Asian	17	15	88.2	0	0.0	1	5.9	1	5.9	51	47	92.2	1	2.0	3	5.9	0	0.0
American Indian	4	4	100.0	0	0.0	0	0.0	0	0.0	7	5	71.4	1	14.3	1	14.3	0	0.0
Unreported	87	66	75.9	4	4.6	10	11.5	7	8.0	3	3	100.0	0	0.0	0	0.0	0	0.0
Total	2,797	2,165	77.4	113	4.0	242	8.7	277	9.9	2,989	2,281	76.3	147	4.9	341	11.4	220	7.4
All Students																		
White Non-Hispanic	3,021	2,382	78.8	204	6.8	246	8.1	189	6.3	2,042	1,586	77.7	109	5.3	222	10.9	125	6.1
Hispanic	1,616	1,274	78.8	59	3.7	114	7.1	169	10.5	2,242	1,736	77.4	79	3.5	216	9.6	211	9.4
Black Non-Hispanic	1,264	731	57.8	106	8.4	191	15.1	236	18.7	1,151	665	57.8	118	10.3	220	19.1	148	12.9
Asian	37	33	89.2	1	2.7	1	2.7	2	5.4	118	106	89.8	5	4.2	5	4.2	2	1.7
American Indian	10	6	60.0	1	10.0	1	10.0	2	20.0	14	7	50.0	4	28.6	2	14.3	1	7.1
Unreported	221	168	76.0	13	5.9	21	9.5	19	8.6	7	7	100.0	0	0.0	0	0.0	0	0.0
Total	6,169	4,594	74.5	384	6.2	574	9.3	617	10.0	5,574	4,107	73.7	315	5.7	665	11.9	487	8.7

Table 7

Comparison of Academic Standing Based Upon
Earned Grade Point Averages After Two Years
for First-time-in-college Students
Entering in the Fall Terms of 1975-76 (pre-Standards)
and 1978-79 (post-Standards)

Cumulative Credits Attempted During Two Years	Group	Total Number	Academic Standing*					
			Warning		Probation		Suspension	
			No.	%	No.	%	No.	%
7-16	pre-Standards	1,993	584	29.3	Not Possible		Not Possible	
	post-Standards	2,204	569	25.8				
17-29	pre-Standards	1,706	Not Possible		271	15.9	Not Possible	
	post-Standards	1,945			273	14.0		
30+	pre-Standards	4,050	Not Possible		9	0.2	228	5.6
	post-Standards	3,555			10	0.3	111	3.1

*Placement in each category due to cumulative grade point average of less than 1.5.

Table 8

Comparison of Academic Standing Based Upon
Credits Earned/Credits Registered Ratio After Two Years
for First-time-in-college Students
Entering in the Fall Terms of 1975-76 (pre-Standards)
and 1978-79 (post-Standards)

Cumulative Credits Registered for Two Years	Group	Total Number	Academic Standing*			
			Probation		Suspension	
			No.	%	No.	%
17-29	pre-Standards	1,543	439	28.5	Not Possible	
	post-Standards	1,798	578	32.1		
30+	pre-Standards	5,007	43	0.9	473	9.4
	post-Standards	4,729	70	1.5	501	10.6

*Credits earned were less than half of credits registered.

Table 9

Comparison of Types of Probation and Suspension After Two Years for All Full-time First-time-in-college Students Entering in the Fall Terms of 1975-76 and 1978-79

Ethnic Category	Pre-Standards Group: Full-time First-time-in-college Students Who Entered in the 1975-76 Fall Term — Probation or Suspension (Hypothetical) after Two Years										Post-Standards Group: Full-time First-time-in-college Students Who Entered in the 1978-79 Fall Term — Received Probation or Suspension after Two Years									
	Probation Type					Suspension Type					Probation Type					Suspension Type				
	Total	Credits Ratio		GPA		Total	Credits Ratio		GPA		Total	Credits Ratio		GPA		Total	Credits Ratio		GPA	
	No.	No.	%	No.	%	No.	No.	%	No.	%	No.	No.	%	No.	%	No.	No.	%	No.	%
Males																				
White Non-Hispanic	145	92	63.4	53	36.6	127	95	74.8	32	25.2	125	87	69.6	38	30.4	84	66	78.6	18	21.4
Hispanic	67	44	65.7	23	34.3	104	82	78.8	22	21.2	134	98	73.1	36	26.9	130	114	87.7	16	12.3
Black Non-Hispanic	108	62	57.4	46	42.6	94	55	58.5	39	41.5	62	48	77.4	14	22.6	50	34	68.0	16	32.0
Asian	0	0	-	0	-	1	0	0.0	1	100.0	2	1	50.0	1	50.0	2	2	100.0	0	0.0
American Indian	1	1	100.0	0	0.0	2	1	50.0	1	50.0	1	0	0.0	1	100.0	1	1	100.0	0	0.0
Unreported	11	7	63.6	4	36.4	12	9	75.0	3	25.0	0	0	-	0	-	0	0	-	0	-
Total	332	206	62.0	126	38.0	340	242	71.2	98	28.8	324	234	72.2	90	27.8	267	217	81.3	50	18.7
Females																				
White Non-Hispanic	101	67	66.3	34	33.7	62	41	66.1	21	33.9	97	59	60.8	38	39.2	41	35	85.4	6	14.6
Hispanic	47	35	74.5	12	25.5	65	47	72.3	18	27.7	82	54	65.9	28	34.1	81	66	81.5	15	18.5
Black Non-Hispanic	83	52	62.7	31	37.3	142	83	58.5	59	41.5	158	99	62.7	59	37.3	98	73	74.5	25	25.5
Asian	1	0	0.0	1	100.0	1	1	100.0	0	0.0	3	2	66.7	1	33.3	0	0	-	0	-
American Indian	0	0	-	0	-	0	0	-	0	-	1	0	0.0	1	100.0	0	0	-	0	-
Unreported	10	7	70.0	3	30.0	7	4	57.1	3	42.9	0	0	-	0	-	0	0	-	0	-
Total	242	161	66.5	81	33.5	277	176	63.5	101	36.5	341	214	62.8	127	37.2	220	174	79.1	46	20.9
All Students																				
White Non-Hispanic	246	159	64.6	87	35.4	189	136	72.0	53	28.0	222	146	65.8	76	34.2	125	101	80.8	24	19.2
Hispanic	114	79	69.3	35	30.7	169	129	76.3	40	23.7	216	152	70.4	64	29.6	211	180	85.3	31	14.7
Black Non-Hispanic	191	114	59.7	77	40.3	236	138	58.5	98	41.5	220	147	66.8	73	33.2	148	107	72.3	41	27.7
Asian	1	0	0.0	1	100.0	2	1	50.0	1	50.0	5	3	60.0	2	40.0	2	2	100.0	0	0.0
American Indian	1	1	100.0	0	0.0	2	1	50.0	1	50.0	2	0	0.0	2	100.0	1	1	100.0	0	0.0
Unreported	21	14	66.7	7	33.3	19	13	68.4	6	31.6	0	0	-	0	-	0	0	-	0	-
Total	574	367	63.9	207	36.1	617	418	67.7	199	32.3	665	448	67.4	217	32.6	487	391	80.3	96	19.7

Table 10

Comparison of Retention Rates and Cumulative Grade Point Averages for Full-time First-time-in-college Students Entering in the Fall Terms of 1975-76 and 1978-79 Who Were Placed in Warning Academic Status (Hypothetical for 1975-76; Actual for 1978-79) After Their Initial Term of Enrollment

Ethnic Category	Pre-Standards Group: Full-time First-time-in-college Students Who Entered in the 1975-76 Fall Term						Post-Standards Group: Full-time First-time-in-college Students Who Entered in the 1978-79 Fall Term					
	Total Enrolled	Hypothetically on Academic Warning after First Term		"Warning" Students Who Continued to Enroll for Two Years		GPA	Total Enrolled	Placed on Academic Warning after First Term		"Warning" Students Who Continued to Enroll for Two Years		GPA
		No.	%	No.	%			No.	%	No.	%	
Males												
White Non-Hispanic	1,737	289	16.6	39	13.5	1.66	1,080	146	13.5	20	13.7	2.03
Hispanic	835	126	15.1	40	31.7	1.47	1,044	172	16.5	40	23.3	1.95
Black Non-Hispanic	640	184	28.8	38	20.7	1.39	383	97	25.3	13	13.4	2.08
Asian	20	1	5.0	0	0.0	-	67	9	13.4	3	33.3	2.41
American Indian	6	2	33.3	0	0.0	-	7	3	42.9	0	0.0	-
Unreported	134	17	12.7	2	11.8	1.12	4	0	0.0	0	-	-
Total	3,372	619	18.4	119	19.2	1.51	2,585	427	16.5	76	17.8	2.01
Females												
White Non-Hispanic	1,284	124	9.7	21	16.9	1.62	962	96	10.0	10	10.4	2.23
Hispanic	781	77	9.9	29	37.7	1.59	1,198	92	7.7	23	25.0	1.69
Black Non-Hispanic	624	133	21.3	51	38.3	1.32	768	188	24.5	28	14.9	1.83
Asian	17	0	0.0	0	-	-	51	1	2.0	0	0.0	-
American Indian	4	0	0.0	0	-	-	7	2	28.6	0	0.0	-
Unreported	87	11	12.6	1	9.1	0.83	3	0	0.0	0	-	-
Total	2,797	345	12.3	102	29.6	1.46	2,989	379	12.7	61	16.1	1.85
All Students												
White Non-Hispanic	3,021	413	13.7	60	14.5	1.65	2,042	242	11.9	30	12.4	2.10
Hispanic	1,616	203	12.6	69	34.0	1.52	2,242	264	11.8	63	23.9	1.86
Black Non-Hispanic	1,264	317	25.1	89	28.1	1.35	1,151	285	24.8	41	14.4	1.92
Asian	37	1	2.7	0	0.0	-	118	10	8.5	3	30.0	2.41
American Indian	10	2	20.0	0	0.0	-	14	5	35.7	0	0.0	-
Unreported	221	28	12.7	3	10.7	1.04	7	0	0.0	0	-	-
Total	6,169	964	15.6	221	22.9	1.48	5,574	806	14.5	137	17.0	1.94

Table 11

Comparison of the Extent to Which Full-time First-time-in-college Students Who Attained Warning Academic Status (Hypothetical for pre-Standards Group; Actual for post-Standards Group) After Their Initial Term of Enrollment Achieved Clear Status After Two Years

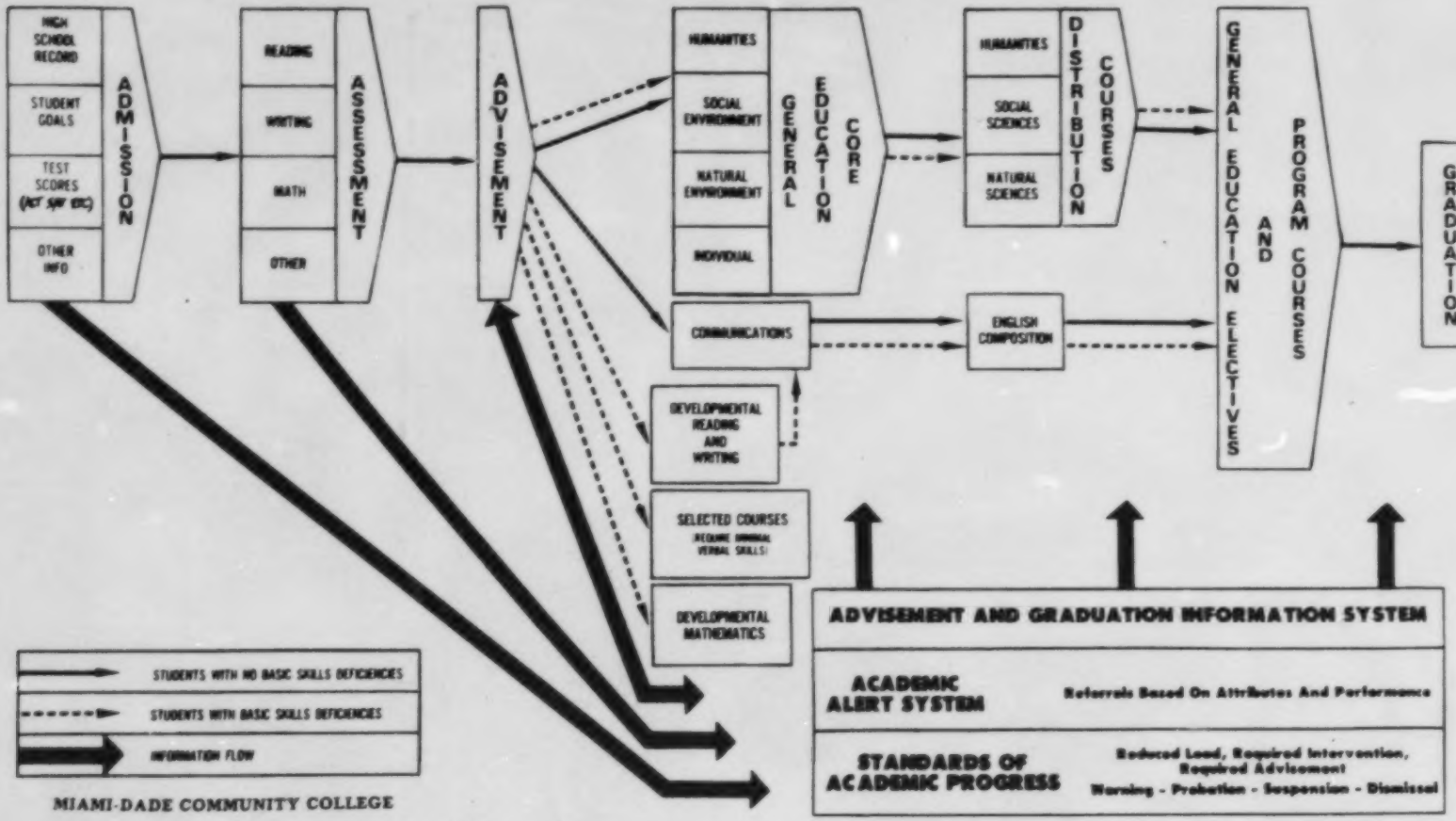
Group	Warning Status After Initial Term of Enrollment	Clear Standing After Two Years Without Regard for Subsequent Enrollment	Clear Standing After Two Years of Continuous Enrollment*
Pre-Standards	964	134 (13.9%)	82 (8.5%)
Post-Standards	806	146 (18.1%)	102 (12.7%)

Group	Warning Status After Initial Term of Enrollment and Enrolled Continuously for Two Years*	Clear Standing After Two Years of Continuous Enrollment*
Pre-Standards	221	82 (37.1%)
Post-Standards	137	102 (74.5%)

*Continuous enrollment was defined as enrollment for all subsequent major terms - e.g. Fall and Winter Terms.

APPENDICES

ASSOCIATE IN ARTS STUDENT FLOW MODEL



MIAMI-DADE COMMUNITY COLLEGE

Appendix B: Letter Explaining Implementation of the Standards

OFFICE OF THE PRESIDENT
(305) 596-1211

Dear Student:

We look forward to your enrollment at Miami-Dade Community College for the coming Fall Term. Our best wishes are extended for the successful continuation of your academic studies.

As you are aware, the College has a superior teaching faculty, extensive programs and course offerings, outstanding facilities, and a dedicated academic advisement and counseling staff. Thus, at Miami-Dade there exists an ongoing commitment to provide the highest quality of education possible to all of its students. You have the opportunity to complete your educational objectives with the knowledge that the full services and resources of the College are committed towards your success.

Recently, the College adopted a policy which provides new Standards of Academic Progress. The complete details of these Standards are enclosed with this letter, and you are asked to review the Standards carefully and keep them for future reference.

The Standards of Academic Progress will alert students, faculty and advisors to exemplary performance, satisfactory progress, or academic difficulties which may occur during a student's enrollment at the College. The main purpose is to insure that students receive the assistance necessary to help them successfully complete their educational program at Miami-Dade. Most students maintain satisfactory academic progress and successfully complete their educational goals. However, some students do experience academic difficulty, requiring additional help from the College as well as extra dedication on their part to succeed.

The Standards apply to new students immediately this Fall Term. However, students who have already started their college careers will phase into the Standards of Academic Progress during the Fall Term and Winter Term of 1978-79. Continuing and transfer students, for example, will be informed during the Fall Term if their academic progress is deficient so that assistance may be obtained to correct current difficulties. It is important for all students to know that the Standards are not intended to discourage or prohibit students who are sincerely trying to make good use of their time and the College's instructional services.

Your enrollment at Miami-Dade is an important experience in your life and for your future. The faculty and staff at Miami-Dade are dedicated to help you maximize your educational opportunities.

Sincerely,

54

Robert H. McCabe
Executive Vice President

jp
Enclosure

An Equal Access/Equal Opportunity Community College

MIAMI-DADE COMMUNITY COLLEGE

STANDARDS OF ACADEMIC PROGRESS
Effective Fall Term, 1978

The primary purpose for adopting new Standards of Academic Progress is for the College to be better able to identify and provide assistance for students with academic difficulties. Most students at Miami-Dade do make satisfactory academic progress. However, for those students who experience academic difficulties, the Standards of Academic Progress will alert them and the College in order to correct academic weaknesses at an early point in their college career. The Standards include limiting the number of credits for which students register and prescribe specific kinds of assistance.

The Standards are not intended to discourage or penalize students who are sincerely trying to make good use of the College's instructional services. Rather, the College is committed to providing students as much assistance as possible, so they may be successful in achieving their educational goals. The new Standards of Academic Progress provide students a variety of means to solve their academic problems and to begin to make satisfactory progress. The overall effect of these new Standards should be more satisfactory performance by students in their courses, better use of the special resources provided for students having academic difficulties, and increased public support for the College's efforts to provide sound educational programs of the highest quality.

ACADEMIC STANDARDS CATEGORY	RESULT
7-16 credits attempted with less than a 1.5 cumulative grade point average	Academic warning
17-29 credits attempted with less than a 1.5 cumulative grade point average	Academic probation
17-29 credits registered for but earned credit in less than half	Academic probation
30+ credits attempted with less than a 1.5 cumulative grade point average	Academic suspension*
30+ credits registered for but earned credit in less than half	Academic suspension*

Note: In calculating the category of courses registered for but earned less than half, incomplete grades (I) and audit grades (X) will not be calculated.

DEFINITIONS: STANDARDS OF ACADEMIC PROGRESS RESULTS

Academic warning signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term and 3 credits in the Summer Term. In addition, students should take 3 or more credits as part of a prescribed program of intervention which attempts to assist the student. In such cases, the limitation of credits may be increased to 12. This program of intervention may include developmental studies, a study skill course, career counseling or a combination of all three.

Academic probation signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term, and 3 credits in the Summer Term. As part of the credit limitation students should have 3 or more credits prescribed as part of a program of intervention.

Note: Students in this category (academic probation) who on the basis of each term's performance earn half of their credit and maintain a 2.0 term grade point average will never be suspended for academic reason.

*Academic suspension requires a student to discontinue enrollment at Miami-Dade through the next major term. (Neither the Spring Term, nor the Summer Term, nor the combination of both is considered a major term.)

Probation after suspension. Students who discontinue their enrollment because of suspension during a major term may reenter the College and continue for each subsequent term of enrollment, provided they maintain a 2.0 term grade point average and earn credit in at least half the credits for which they register.

Academic dismissal represents a separation of the student from Miami-Dade Community College for at least twelve months. Academic dismissal occurs after students fail to meet the minimum requirements during probation after suspension. If, after being readmitted following suspension, the students fail to meet minimum standards, which are maintaining a 2.0 term grade point average and earning credit in at least half the courses for which they are registered, they will be separated from the College.

Students are eligible to apply for readmission to the College after the dismissal period. Admission will be on a petition basis; in order for readmission to be approved, the petition must present evidence of some change in the student's circumstances.

Miami-Dade Community College
11011 S.W. 104 Street, Miami, Florida 33176

Medical Center Campus
950 N.W. 20 Street
Miami, Florida 33136

New World Center Campus
300 N.E. 2 Avenue
Miami, Florida 33132

North Campus
11380 N.W. 27 Avenue
Miami, Florida 33167

South Campus
11011 S.W. 104 Street
Miami, Florida 33176

M-DCC Policy, Effective Fall Term, 1978 and thereafter.
*Continuing, former, and transfer students phase into academic standards of progress during Fall and Winter Terms, 1978-79. There will be no academic suspension for any student during this period.

Appendix C: Materials Related to the Academic Alert and Advisement System

Design

At the first level of drawing up the design, the sources of student data for the RSVP Academic Alert and Advisement were delineated. These included: 1) student data base consisting of student characteristics and course and transcript information; 2) student test scores on reading and mathematics, and 3) information about student performance and attendance halfway into the term. While a computer record system already existed for student data base and test scores, the methods of collecting information on the faculty's mid-term evaluation of students' performance and attendance was developed specially for this program.

At the second level of drawing up the design, the relevant student attribute and course information from the student data base were identified. These included:

- Age
- Native language
- Visa status
- Scholar's grant
- Financial aid status
- Veteran's benefit status
- Enrollment status
- Advisement status
- Type of courses
- Number of courses registered
- Number of courses dropped
- Number of credits registered
- Number of credits dropped
- Cumulative grade point average
- Cumulative hours registered
- Cumulative hours attempted
- Cumulative hours dropped
- Cumulative hours earned
- Standards of Academic Progress status
- Previous term enrollment
- Previous term performance

At the third level, the selected pieces of student attribute and course information were combined in a manner to form meaningful and personalized feedback to each individual student. Two paragraphs, one introductory and the other concluding, were designed to tie the progress report and advisement paragraphs together to provide a sense of a complete letter. Some examples of these letters are shown in the following pages.

In this section on design, we have described the conceptualization for RSVP Academic Alert and Advisement and the outcomes for the students in terms of the RSVP letters. The activities that took place between conceptualization and outcome are covered under two sections: developmental phase and implementation.

Developmental Phase

The developmental phase involved several persons. At the initial state, it involved the College's Executive Vice President and Vice President for Education. At the working level, it involved a College-wide committee with 3-4 representatives from each campus and the personnel from the Division of Computer-based Instructional Development and Research and the Division of Systems and Programming. The messages for "new" students were developed for the first-time implementation in Fall 1978 and those for "continuing" students were developed for implementation during the subsequent term. All in all, approximately 150 messages were written, differently for each campus to reflect that campus' unique philosophy and resources. Concurrently, the programming for extracting data from the College's data base for RSVP were carried out. The messages and computer programming have both undergone four refinements between Fall Term 1978 and Fall Term 1980 and continue to be refined.

MIAMI-DADE COMMUNITY COLLEGE
SOUTH CAMPUS
11011 S.W. 104 STREET
MIAMI, FLORIDA 33176

MAR. 3, 1981

STUDENT'S NAME
AND ADDRESS ARE
INTENTIONALLY REMOVED

DEAR STUDENT:

IT'S GOOD TO HAVE YOU BACK AT MIAMI-DADE SOUTH. I HOPE THAT THE INFORMATION PROVIDED IN THIS LETTER WILL HELP YOU SUCCESSFULLY COMPLETE YOUR COURSES AND REGISTER FOR AN APPROPRIATE SCHEDULE FOR NEXT TERM. ALTHOUGH WE DO NOT SEND A PROGRESS REPORT DURING SPRING OR SUMMER TERMS, YOU SHOULD KNOW THAT YOU WILL RECEIVE AN ACADEMIC ALERT LETTER DURING BOTH FALL AND WINTER TERMS.

A, ACCORDING TO MIAMI-DADE'S STANDARDS OF ACADEMIC PROGRESS, YOUR ACADEMIC RECORD PLACES YOU ON EXTENDED PROBATION BECAUSE, ALTHOUGH YOUR CUMULATIVE RECORD INDICATES SUSPENSION, YOU DID BETTER IN THE LAST MAJOR TERM YOU ATTENDED SCHOOL. YOU MUST COMPLETE AT LEAST HALF OF YOUR CURRENT SCHEDULE WITH A 'C' AVERAGE (2.0) OR HIGHER TO CONTINUE YOUR ENROLLMENT AT THE COLLEGE. IF YOU HAVE NOT ALREADY DONE SO, YOU MUST BE TESTED IN BASIC SKILLS AND LIMIT YOUR NUMBER OF CREDITS NEXT TERM. MAKE AN APPOINTMENT NOW WITH A COUNSELOR IN CAREER PLANNING AND ADVISEMENT, ROOM 31113, TELEPHONE 596-1125, TO REVIEW YOUR RECORD, DISCUSS OTHER APPROPRIATE INTERVENTIONS, AND PLAN YOUR NEXT SCHEDULE.

YOUR INSTRUCTORS REPORT THAT YOUR ACADEMIC PROGRESS SO FAR THIS TERM HAS BEEN SATISFACTORY. CONGRATULATIONS. HOWEVER, YOUR ATTENDANCE IN AT LEAST ONE COURSE NEEDS IMPROVEMENT. REMEMBER THAT REGULAR ATTENDANCE IS IMPORTANT IN MAINTAINING SATISFACTORY ACADEMIC PROGRESS.

ATTENDANCE IN SATISFACTORY IN: ACC2021 COC1312 HUM2511
ATTENDANCE NEEDS IMPROVEMENT IN: ECD2023

YOUR CURRENT CLASS SCHEDULE EXCEEDS THE CREDIT LIMITATIONS IMPOSED UNDER THE STANDARDS OF ACADEMIC PROGRESS. IT IS OUR EXPERIENCE THAT STUDENTS WHO FOLLOW CREDIT LIMITATIONS CAN IMPROVE THEIR ACADEMIC PERFORMANCE.

EXTENDED PROBATION MEANS THAT YOU MAY BE ADVISED FOR A MAXIMUM OF NINE CREDITS IN FALL/WINTER TERMS AND THREE CREDITS IN SPRING/SUMMER TERMS.

KEEP THIS LETTER TO BRING WITH YOU WHEN YOU DISCUSS YOUR ACADEMIC PROGRESS WITH YOUR INSTRUCTORS. I HOPE YOU FIND THIS INFORMATION HELPFUL AND I WISH YOU SUCCESS AT SOUTH CAMPUS.

STUDENT ID REMOVED

SINCERELY,
BARBARA M. KRANTZ
DIRECTOR, CAREER PLANNING AND ADVISEMENT

MIAMI-DADE COMMUNITY COLLEGE
NORTH CAMPUS
11380 N.W. 27 AVENUE
MIAMI, FLORIDA 33167

MAR. 3. 1981

STUDENT'S NAME
AND ADDRESS ARE
INTENTIONALLY REMOVED

DEAR STUDENT:

WELCOME TO THE NORTH CAMPUS OF MIAMI-DADE COMMUNITY COLLEGE. AS YOU CONTINUE YOUR COLLEGE CAREER, WE WILL BE IN TOUCH WITH YOU TO HELP YOU MEET YOUR EDUCATIONAL GOALS. AT THIS TIME, I WOULD LIKE TO SHARE SOME OBSERVATIONS WITH YOU.

AT LEAST ONE OF YOUR INSTRUCTORS HAS INDICATED THAT YOUR PROGRESS IS SATISFACTORY. I URGE YOU TO CONTACT YOUR INSTRUCTOR(S) IF YOU HAVE QUESTIONS CONCERNING YOUR PROGRESS. KEEP UP THE GOOD WORK.

UNFORTUNATELY, I HAVE NO INFORMATION ON YOUR PERFORMANCE IN: ANT2410.

NOW IS THE TIME FOR ADVISEMENT AND EARLY REGISTRATION. SEE AN ACADEMIC ADVISOR FOR ASSISTANCE IN SELECTING COURSES FOR THE NEXT TERM IN ROOM 1101, TELEPHONE 685-4421.

TAKE THIS LETTER WITH YOU WHEN YOU MEET WITH YOUR ADVISOR, YOUR PROFESSOR, OR YOUR COUNSELOR. BEST WISHES, CAROLLE, FOR A SUCCESSFUL TERM.

STUDENT ID REMOVED

SINCERELY,
JOHN M. MILLER
CHAIRPERSON ACADEMIC ADVISEMENT

MIAMI-DADE COMMUNITY COLLEGE
NEW WORLD CENTER CAMPUS
300 N.E. 2ND AVENUE
MIAMI, FLORIDA 33132

MAR. 3, 1981

STUDENT'S NAME
AND ADDRESS ARE
INTENTIONALLY REMOVED

DEAR STUDENT:

WELCOME TO MIAMI-DADE COMMUNITY COLLEGE. I AM PLEASED THAT YOU HAVE DECIDED TO BEGIN YOUR COLLEGE EDUCATION AT THE NEW WORLD CENTER CAMPUS. THIS LETTER IS INTENDED TO ALERT YOU TO HOW YOU ARE PROGRESSING SO FAR AND TO ASSIST YOU IN MAKING IMPORTANT DECISIONS ABOUT CAREER OPTIONS, EDUCATIONAL GOALS, AND ACADEMIC ADVISEMENT.

BECAUSE YOU ARE TAKING LESS THAN 12 CREDITS AND IMPROVEMENT IS NEEDED IN AT LEAST ONE OF YOUR CLASSES, YOU SHOULD DISCUSS COURSE PROGRESS WITH YOUR INSTRUCTOR AND THEN REPORT TO ADACEMIC ADVISEMENT IN ROOM 1640.

IMPROVEMENT IN PERFORMANCE IS NEEDED IN: ECO2013.

YOU HAVE SAID YOU ARE NOT SEEKING A DEGREE AND HAVE SPOKEN WITH AN ADVISOR ABOUT THAT. HOWEVER, YOU MIGHT WANT TO TAKE ADVANTAGE OF THE TESTING AND COUNSELING SERVICES AVAILABLE ON CAMPUS TO HELP YOU EXPLORE FURTHER THE MERITS OF A DEGREE PROGRAM.

IN CLOSING, GILBERT, LET ME SAY THAT YOU AND I SHARE THE BASIC GOAL OF MAKING YOUR COLLEGE EXPERIENCE AS REWARDING AS POSSIBLE. THIS LETTER, WITH ITS ANLAYSIS AND RECOMMENDATIONS, REFLECTS MY CONTINUING INTEREST IN SUPPORTING YOU IN THE ACHIEVEMENT OF YOUR GOALS. PLEASE BRING THIS LETTER WITH YOU THE NEXT TIME YOU MEET WITH YOUR FACULTY ADVISOR OR YOUR ACADEMIC SUPPORT SERVICES COUNSELOR. BEST WISHES FOR SUCCESS IN THE FUTURE.

STUDENT ID REMOVED

SINCERELY,
CASTELL BRYANT
DIVISION OF ACADEMIC SUPPORT SERVICES

MIAMI-DADE COMMUNITY COLLEGE
MEDICAL CENTER CAMPUS
950 S.W. 20 STREET
MIAMI, FLORIDA 33127

MAR. 3, 1981

STUDENT'S NAME
AND ADDRESS ARE
INTENTIONALLY REMOVED

DEAR STUDENT:

WELCOME BACK TO THE MEDICAL CENTER CAMPUS. WE WANT TO CONTINUE SHARING OUR INFORMATION ABOUT YOUR PROGRESS AS REPORTED BY YOUR INSTRUCTOR(S). WE HOPE THIS WILL HELP YOU AS YOUR COLLEGE CAREER CONTINUES.

JAMES, YOUR ACADEMIC RECORD INDICATES THAT YOU HAVE BEEN PLACED ON EXTENDED ACADEMIC PROBATION ACCORDING TO MIAMI-DADE'S STANDARDS OF ACADEMIC PROGRESS. YOUR CUMULATIVE RECORD INDICATES ACADEMIC SUSPENSION BECAUSE YOU ATTEMPTED AT LEAST 30 CREDITS BUT EARNED CREDIT IN LESS THAN HALF. YOU WILL NEED TO KEEP IMPROVING YOUR RECORD AND EARN A "C" AVERAGE OR BETTER THIS TERM IN ORDER TO AVOID BEING SUSPENDED.

UNFORTUNATELY, WE HAVE NOT RECEIVED REPORTS FROM ALL OF YOUR INSTRUCTORS THIS TERM. THOSE WHO HAVE REPORTED SAY THAT YOUR ACADEMIC PROGRESS IS SATISFACTORY, BUT THAT YOUR ATTENDANCE IN ONE OR MORE OF YOUR CLASSES NEEDS IMPROVEMENT. REMEMBER THAT REGULAR CLASS ATTENDANCE IS AN IMPORTANT FACTOR IN ACHIEVING ACADEMIC SUCCESS. I ENCOURAGE YOU TO CONTACT YOUR INSTRUCTOR(S) TO DISCUSS YOU PERFORMANCE.

PROGRESS IS SATISFACTORY IN: NUR1321L NUR1621 NUR1621L
NO INFORMATION IS AVAILABLE ABOUT YOUR PROGRESS IN: NUR1127 NUR1127L
ATTENDANCE IS SATISFACTORY IN: NUR1621 NUR 1321L NUR1621L
IT SEEMS THAT YOU HAVE NOT ATTENDED ANY CLASS IN: NUR1127 NUR1127L
CAUTION...FAILURE TO WITHDRAW PRIOR TO THE DEADLINE FOR COURSE DROPS WILL RESULT IN AN"F" GRADE.

THE COURSES FOR WHICH YOU ARE CURRENTLY REGISTERED EXCEED THE CREDIT LIMITATIONS APPROVED BY THE COLLEGE. ALTHOUGH I ENCOURAGE YOU TO COMPLETE YOUR COURSES WITH A "C" GRADE OR BETTER, PAST RECORDS INDICATE THAT STUDENTS FOLLOWING CREDIT LIMITATIONS CAN IMPROVE THEIR ACADEMIC RECORD.

SINCE YOUR RECORD PLACES YOU ON EXTENDED ACADEMIC PROBATION, YOU ARE REQUIRED TO SEE THE DIVISION DEAN IN YOUR PROGRAM OF STUDY BEFORE YOU WILL BE ALLOWED TO REGISTER FOR THE NEXT TERM. PLEASE BE AWARE THAT YOUR SCHEDULE MAY BE RESTRICTED TO A FEWER NUMBER OF CREDITS. WE HOPE THAT WITH YOUR DEAN'S HELP YOU WILL BE OUT OF ACADEMIC DIFFICULTY QUICKLY.

SINCERELY,
KENNETH A. BLYE, DEAN
STUDENT AND INSTRUCTIONAL SUPPORT SERVICES

STUDENT ID REMOVED

JOB-ID ACA34J00 MIAMI-DADE COMMUNITY COLLEGE RUN DATE 09/18/79

ACADEMIC ALERT
PROGRESS ROLL

COURSE	INSTR NAME/ CLASS TIME	STARTING DATE	ENDING DATE	SEQ NUM	PAGE	CAMPUS DIV/DPT
SSI 1011	ALVAREZ ROLANDO	08/21/79	12/13/79	04245	1 OF 4	300 1 WD

SEQ	STUDENT NAME	STUDENT NO.	PROG	ATEND	
1		8055532	*	*	1
2		8069123	*	*	2
3		8050023	*	*	3
4		8061416	*	*	4
5		8068414	*	*	5
6		8069024	*	*	6
7		8062103	*	*	7
8		8063804	*	*	8
9		8065105	*	*	9
10		8062C15	*	*	10
11		8055727	*	*	11
12		7097617	*	*	12
13		7097337	*	*	13
14		8068311	*	*	14
15		8047534	*	*	15
16		8062935	*	*	16
17		8068142	*	*	17
18		8052635	*	*	18
19		8069207	*	*	19
20		8061710	*	*	20
21		7106147	*	*	21
22		8047536	*	*	22
23		6090933	*	*	23
24		8067527	*	*	24
25		8059942	*	*	25
26		8067245	*	*	26
27		8067204	*	*	27
28		6118407	*	*	28
29		8062106	*	*	29
30		8064609	*	*	30
31		8068147	*	*	31
32		8049533	*	*	32
33		8063136	*	*	33
34		8061004	*	*	34
35		8067127	*	*	35
36		7103828	*	*	36
37		7009310	*	*	37
38		7033150	*	*	38
39		7108130	*	*	39
40		8061738	*	*	40
41		8066407	*	*	41
42		8061723	*	*	42
43		8069333	*	*	43
44		6121724	*	*	44

```
**************************
*         LEGEND         *
*      **PROGRESS**      *
* S = SATISFACTORY       *
* I = IMPROVEMENT NEEDED *
* N = NO EVALUATION      *
*                        *
*    **ATTENDANCE**      *
* S = SATISFACTORY       *
* I = IMPROVEMENT NEEDED *
* N = NO SHOW            *
* D = DOES NOT APPLY     *
*                        *
**************************
```

SIGNATURE

KEYPUNCH - COLUMNS 67-80 FOR PROG CARD PUNCH 01791300042451
KEYPUNCH - COLUMNS 67-80 FOR ATND CARD PUNCH 01791300042452

Implementation

The RSVP Academic Alert and Advisement System was implemented for the first time in Fall Term 1978 for 9,706 first-time-in-college students. The implementation involved campus vice-presidents, registrars, all the faculty, computer operations personnel, and personnel for folding (machine-folded) and stuffing the RSVP letters. The faculty completed a mid-term progress roll (shown on next page) for each of their classes that had first-time-in-college students. Ninety percent (90%) of the progress rolls were returned by the faculty.

Results and Evaluations

At the administrative, faculty, and student levels, the RSVP Academic Alert and Advisement program was received well and endorsed for continuation. The student evaluation consisted of telephone interviews with 478 students (randomly selected) and the faculty evaluation consisted of a short questionnaire. Summaries of the findings from both surveys are presented in Appendix D.

After the RSVP Academic Alert and Advisement letters are mailed out at mid-term, each campus attempts follow-up projects with special groups of students, such as those needing improvement and international students.

While Miami-Dade continues to refine and evaluate the Academic Alert and Advisement System, approximately 42,000 students are provided with individualized advisement all within a span of a week (from computer processing to mailing). The quantity and quality of information included in the RSVP advisement letters gives promise for better course selection

and better utilization of support services. Thus, computer technology can be creatively applied to the academic advisement process. While reliance on computers may seem to present an antithesis to the humane aspects of academic advisement, Miami-Dade believes that it is well on its way to demonstrating that the essential elements of human intervention can be enhanced through computer-based academic advisement.

Appendix D: Summary of Surveys Evaluating Academic Alert and Advisement

ACADEMIC ALERT STUDENT SURVEY

by

John Zeien

A survey sample of 398 students were randomly selected from the four campuses of Miami-Dade Community College to gather information concerning student reaction to the Academic Alert and Advisement letters mailed during the Fall term, 1978. Forty (40) students from the sample could not be contacted by the callers. An additional 43 students indicated they do not recall or stated they did not receive the letters. The following information is from those students who did receive the Academic Alert and Advisement letters and were able to provide information for the telephone survey.

1. The telephone survey had a 90 percent contact or "hit" rate from the sample. Eighty-eight (88) percent of those contacted responded "yes" when asked if they had received the letter.

2. Ninety-nine (99) percent of those receiving the letter indicated their letter was clear to them. Eighty-nine (89) percent stated their letter was accurate.

3. The survey was designed to discover if the students were inclined to discuss their letter with their instructors or other persons. The survey data reveals that:

   a. Nineteen (19) percent of the students discussed their letter with their instructors.

   b. Nine-point-two (9.2) percent discussed their letter with their faculty advisor.

   c. Eight (8) percent of the students discussed their letter with other students.

   d. Twenty-nine-point-five (29.5) percent discussed their letter with their parents.

4. The survey was designed to discover if students would use the letters in Academic Advisement. The survey data revealed that 11.9 percent did take their letter to advisement, 28.7 percent did not take their letter with them to an advisement session and 59.4 percent had not yet been advised at the time of the survey.

5. Ninety-three(93) percent of those students receiving letters felt the letters should be continued in the future.

6. Students were asked to offer comments or suggestions about the Academic Alert and Advisement letters. Some of the comments (Positive) are listed below:

   a. Send letters out after mid-term exams.
   b. Show grade point average in letters.
   c. Tells how you are doing - very good idea to send letters.
   d. Letters very helpful.
   e. Letters very good - Lets students know where they stand before end of term.
   f. Student feels he is not just a number because the College cares enough to send letters.

   Some negative comments were:

   a. Students should know how they are doing without the letters.
   b. Student remembers letter but disregarded it because of large amount of mail received from the College.
   c. Did not like the use of the word "satisfactory" - sounds too average.
   d. Did not find the letter useful.

ACADEMIC ALERT FACULTY SURVEY

by

John Zeien

The Miami-Dade faculty was surveyed to discover their reaction to the Academic Alert and Advisement System during the Winter term (78-2). A 50% sample of the faculty was selected from the payroll records of the college. 393 questionnaires were distributed to the faculty. A response rate of 49.1% from all of the campuses was achieved for this survey. The results were compiled and the following information outlines those results in a preliminary fashion:

1. 94.1% of those responding indicated they made use of the Academic Alert grade rolls during the 78-1 Fall term. 96% of the respondents found the format of the grade rolls easy to understand.

2. 75.9% of the faculty respondents reported that students who received notification of needed improvement in progress (in class) either "did not" or "very few" contacted teachers to discuss this information. Attendance in class received a similar response rate (79.4%). Students who were considered "no shows" to class by faculty received notification of attendance from their faculty. 94.7% of the faculty reported "very few" or "no" response from this group of students.

3. The faculty reported that "very few" (23.9%) or "none" (53.3%) of the students brought the letters they received to conferences with their teachers.

4. 79.4% of the faculty indicated they were able to adequately rate student progress in class at 7 weeks; 20.6% indicated "no" to the question. The basis for the evaluations by faculty were:

	% No	% Yes
Daily Quizzes	76.2	23.8
Reports	65.3	43.7
Class Participation	37.8	62.2
Tests	30.1	69.9
Other means	89.6	10.4

5. The faculty was asked whether or not they perceived improvement in class attendance or class progress in students they identified for the Academic Alert letters. 29.7% of the faculty reported attendance improvement for categories of 'nearly everyone' or 'most'; 43.6% and 26.7% was reported for categories of 'very few' or 'none' respectively. Progress improvement in class fared somewhat worse. The faculty reported classroom improvement for "nearly everyone" (0.6%), "most" (25.8%), "very few" (55.2%) and "none" (18.4%).

6. Faculty who had advisement responsibilities were asked if their advisees brought their Academic Alert letters with them to the advisement conferences. 31.1% of the faculty reported yes; 68.1% reported no. There were 58 missing responses to this item.

7. Faculty were asked if they thought students would follow the recommendations made to them in the Academic Alert letters. 43.4% of the faculty indicated that (in their opinion) "half or more" of the students would respond to the recommendations received via the letters. 56.6% indicated "very few" or "none" would respond.

8. Faculty assessment of the students' reactions to receiving the Academic Alert letters was as follows:

	%
Positive	38.3
Negative	6.2
Indifferent	55.5

9. Faculty were asked if they felt the Academic Alert and Advisement System had positive benefits for faculty. This question required a write-in response. Some comments received were:

a) Too much paperwork.
b) Yes - if it encourages students to seek help.
c) Helps to pinpoint weak students.
d) Only if students follow up.
e) Not any more than my usual class system except that system reaches students not attending.
f) Reinforces what I try to do individually in class.
g) It singles out the students who need more individual attention.

10. A series of statements were presented to the faculty respondents to gather information on their overall assessment of the Academic Alert and Advisement System. Faculty were asked to check items or statements that "applied" and were tabulated as yes/no responses. The results were:

	% Yes	% No
a) Positive move to improve quality of student performance	52.8	47.2
b) Can, with modifications, provide benefits for students	38.3	61.7
c) It's spoon-feeding	8.8	91.2
d) Encourages students to contact faculty to solve academic difficulties	51.8	48.2
e) Helps in the academic advisement of students	40.9	59.1
f) Is just another administrative duty for faculty members	15.0	85.0
g) Promotes retention of students	28.5	71.5
h) Identifies potential high risk student	65.3	34.7
i) Administrative dabbling in the classroom	2.1	97.9

11. Finally, 88.1% of the faculty indicated Academic Alert and Advisement System should be continued; 11.9% responded in the negative.

Appendix E: Hypothetical Studies on the Impact of the Standards

ANALYSIS OF THE HYPOTHETICAL IMPACT FOR FALL TERM 1978-79 OF THE NEW STANDARDS OF ACADEMIC PROGRESS

Research Report 78-92

October 19, 1978

Bill Cael

Research Associate

OFFICE OF INSTITUTIONAL RESEARCH AND MANAGEMENT INFORMATION SYSTEMS

John Losak, Dean

M E M O R A N D U M

October 19, 1978

TO College Research Committee

FROM: William W. Cael

SUBJECT: HYPOTHETICAL IMPACT OF THE NEW STANDARDS OF ACADEMIC PROGRESS

The attached tables show the impact the New Standards of Academic Progress would have had on all paid students enrolled at the College, given that these policies would have been effective at the opening of the Fall Term, 1978, which began August 22.

The data were produced in a category by campus by ethnic format to provide more meaningful information to the Campus' representatives.

The data differ from those presented in Research Report 78-37 in two significant dimensions. First, the categories of Academic Progress have been revised from seven categories to five with changes made in the criteria used to determine membership in the categories (see attached standards). Second, the current report is an unduplicated count of persons who fall within any category of the standards. If a student's performance qualified him for more than one category, he was counted only once, and then in the highest category. For example, if a student had registered for 66 credit hours, earned credit for 32 hours and managed to achieved a grade point average of only 1.4, he would qualify for both categories four and five. However, this person would be counted in category five only.

Tables one through five show a breakdown by ethnic, by campus, by category of academic standards. These tables also show the percent of the students in the category based upon the enrollment of the major ethnic groups on each campus. Also shown are the numbers of students who exceeded the nine credit hour limitation attendent with categories one, two and three. It is interesting to note that the average credit load for the students exceeding the limitation was 13.1 hours, indicating that these students are taking only one or two courses over the prescribed maximum. The figures under the "Potential Annual FTE Loss" heading, represents the annual FTE (Total Student Credits in excess of nine divided by 30) which would have been lost had these standards been effected this fall. While these three standards are designed to prohibit enrollment for more than nine credit hours, more than half (53 percent) of the persons addressed by these standards had registered at or below the maximum nine hours.

Tables four and five show the impact of the suspension of the persons encompassed within these categories. The average credit load taken by these students during the current term is only 8.8 hours, perhaps indicating an awareness of their current academic distress.

The total number of paid students impacted by the sudden implementation of these standards is shown on table six. It should be noted that these figures are a result of the non-existent circumstance of suddenly enforcing these standards on the current student body. The actual impact on the enrollment of future terms is, of course, very difficult to assess, but it is reasonable to expect that anticipated losses will be substantially reduced by the Academic Alert System and increased intervention and advisement by the College of those persons affected. To be considered also is the poor performance of some students in the absence of effective standards of progress. While a great many students are self-motivated, significant gains may be realized by those who have the capacity to succeed, but who previously lacked the impetus.

The difficulties associated with the ethnic distribution of those persons affected has been adequately addressed by Dr. Losak in a memorandum dated April 20, 1978 (Attached).

WWC:gb
ATTACHMENTS

TABLE 1

CATEGORY 1 - 7-16 CREDITS ATTEMPTED WITH LESS THAN (Warning)
A 1.5 CUMULATIVE GRADE POINT AVERAGE

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY, NUMBER OF STUDENTS IN THE CATEGORY EXCEEDING 9 CREDIT HOURS REGISTERED AND POTENTIAL FTE LOSS FOR FALL, 1978-1

		STUDENTS IN CATEGORY			STUDENTS EXCEEDING 9 HOURS REGISTERED		
CAMPUS	ETHNIC	N	% OF TOTAL	% OF ETHNIC GROUP	N	% OF CATEGORY	POTENTIAL ANNUAL FTE LOSS
NORTH	Black	76	36.3	2.0	42	20.1	4.7
	Hispanic	73	34.9	1.4	26	12.4	3.0
	Other	60	28.8	0.9	24	11.5	2.7
	TOTAL	209	100.0	1.3	92	44.0	10.4
SOUTH	Black	27	13.6	2.2	20	10.1	2.4
	Hispanic	80	40.4	1.5	17	8.6	2.0
	Other	91	46.0	1.0	35	17.7	3.8
	TOTAL	198	100.0	1.3	72	36.4	8.2
NEW WORLD	Black	81	45.5	4.7	66	37.1	10.2
	Hispanic	66	37.1	2.0	39	21.9	5.1
	Other	31	17.4	1.8	16	8.9	2.4
	TOTAL	178	100.0	2.6	121	67.9	17.7
MED CENTER	Black	6	33.3	1.8	2	11.1	1.3
	Hispanic	4	22.2	0.9	1	5.5	.1
	Other	8	44.5	0.7	3	16.7	.4
	TOTAL	18	100.0	0.9	6	33.3	1.8
TOTAL	Black	190	31.5	2.7	130	21.6	18.6
	Hispanic	223	36.9	1.6	83	13.8	10.2
	Other	190	31.6	1.0	78	12.9	9.3
	TOTAL	603	100.0	1.5	291	48.3	38.1

TABLE 2

CATEGORY 2 - 17-29 CREDITS ATTEMPTED WITH LESS THAN A 1.5 CUMULATIVE GRADE POINT AVERAGE (Probation)

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY, NUMBER OF STUDENTS IN THE CATEGORY EXCEEDIGN 9 CREDIT HOURS REGISTERED AND POTENTIAL FTE LOSS FOR FALL, 78-1

		STUDENTS IN CATEGROY			STUDENTS EXCEEDING 9 HOURS REGISTERED		
CAMPUS	ETHNIC	N	% OF TOTAL	% OF ETHNIC GROUP	N	% OF CATEGORY	POTENTIAL ANNUAL FTE LOSS
NORTH	Black	44	40.4	1.2	30	27.5	2.8
	Hispanic	34	31.2	0.6	11	10.1	1.0
	Other	31	28.4	0.4	16	14.7	2.0
	TOTAL	109	100.0	0.7	57	52.3	5.8
SOUTH	Black	12	11.4	0.9	8	7.6	8.3
	Hispanic	35	33.3	0.6	19	18.1	1.7
	Other	58	55.3	0.6	28	26.6	3.2
	TOTAL	105	100.0	0.7	55	52.3	13.2
NEW WORLD	Black	34	60.7	1.9	21	37.5	3.0
	Hispanic	22	39.3	0.7	9	16.1	.9
	Other	0	-	-	0	-	0
	TOTAL	56	100.0	0.8	30	53.6	3.9
MED CENTER	Black	1	16.5	0.3	0	0	0
	Hispanic	1	16.5	0.2	0	0	0
	Other	4	67.0	0.4	2	33.3	2.3
	TOTAL	6	100.0	0.3	2	33.0	2.3
TOTAL	Black	91	33.0	1.3	59	21.4	14.1
	Hispanic	92	33.3	0.6	39	14.1	3.6
	Other	93	33.7	0.5	46	16.7	7.5
	TOTAL	276	100.0	0.7	144	52.2	25.2

TABLE 3

CATEGORY 3 - 17-29 CREDITS REGISTERED FOR BUT EARNED (Probation)
CREDIT IN LESS THAN HALF

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY, NUMBER OF STUDENTS IN THE CATEGORY EXCEEDING 9 CREDIT HOURS REGISTERED AND POTENTIAL FTE LOSS FOR FALL, 78-1

		STUDENTS IN CATEGORY			STUDENTS EXCEEDING 9 HOURS REGISTERED		
CAMPUS	ETHNIC	N	% OF TOTAL	% OF ETHNIC GROUP	N	% OF CATEGORY	POTENTIAL ANNUAL FTE LOSS
NORTH	Black	133	39.9	3.5	66	19.8	7.6
	Hispanic	111	33.3	2.1	44	13.2	5.2
	Other	89	26.8	1.3	34	10.2	4.0
	TOTAL	333	100.0	2.1	144	43.2	16.8
SOUTH	Black	32	11.1	2.6	19	6.6	2.0
	Hispanic	115	39.9	2.1	41	14.2	5.6
	Other	141	49.0	1.6	49	17.0	6.5
	TOTAL	288	100.0	1.8	109	37.8	14.1
NEW WORLD	Black	58	41.7	3.4	43	30.9	5.7
	Hispanic	57	41.0	1.7	28	20.1	3.2
	Other	24	17.3	1.4	10	7.2	1.4
	TOTAL	139	100.0	2.1	81	58.2	10.3
MED CENTER	Black	3	15.8	.9	2	10.5	.2
	Hispanic	4	20.0	.9	1	5.3	-
	Other	12	63.2	1.1	8	42.1	1.7
	TOTAL	19	100.0	1.0	11	57.9	1.9
TOTAL	Black	226	29.0	3.2	130	16.7	15.5
	Hispanic	287	36.8	2.0	114	14.6	14.0
	Other	266	34.2	1.4	101	12.9	13.6
	TOTAL	779	100.0	1.9	345	44.3	43.1

TABLE 4

CATEGORY 4 - 30+ CREDITS ATTEMPTED WITH LESS THAN A 1.5 CUMULATIVE GRADE POINT AVERAGE (Suspension)

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY AND POTENTIAL FTE LOSS FOR FALL, 1978-1

		STUDENTS IN CATEGORY			POTENTIAL ANNUAL FTE LOSS
CAMPUS	ETHNIC	N	% OF CATEGORY	% OF ETHNIC GROUP	
NORTH	Black	47	48.5	1.2	14.1
	Hispanic	24	24.7	0.5	7.1
	Other	26	26.8	0.4	6.2
	TOTAL	97	100.0	0.6	27.4
SOUTH	Black	12	16.0	0.9	3.5
	Hispanic	30	40.0	0.6	7.0
	Other	33	44.0	0.4	7.6
	TOTAL	75	100.0	0.5	18.1
NEW WORLD	Black	19	42.2	1.1	5.5
	Hispanic	17	37.8	0.5	5.0
	Other	9	20.0	0.5	3.0
	TOTAL	45	100.0	0.7	13.5
MED CENTER	Black	1	50.0	0.3	.1
	Hispanic	0	-	-	-
	Other	1	50.0	0.1	.2
	TOTAL	2	100.0	0.1	0.3
TOTAL	Black	79	36.1	1.1	23.2
	Hispanic	71	32.4	0.5	19.1
	Other	69	31.5	0.4	17.0
	TOTAL	219	100.0	0.5	59.3

TABLE 5

CATEGORY 5 - 30+ CREDITS REGISTERED FOR BUT EARNED (Suspension)
CREDIT IN LESS THAN HALF

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY
AND POTENTIAL FTE LOSS FOR FALL, 1978-1

		STUDENTS IN CATEGORY			POTENTIAL ANNUAL FTE LOSS
CAMPUS	ETHNIC	N	% OF CATEGORY	% OF ETHNIC GROUP	
NORTH	Black	318	39.9	8.1	99.7
	Hispanic	254	31.9	4.8	69.7
	Other	224	28.2	3.3	66.9
	TOTAL	796	100.0	5.0	236.3
SOUTH	Black	89	14.4	7.4	29.1
	Hispanic	257	41.8	4.8	61.7
	Other	269	43.8	3.1	77.5
	TOTAL	615	100.0	4.0	168.3
NEW WORLD	Black	149	47.3	8.7	57.0
	Hispanic	126	40.0	3.8	38.6
	Other	40	12.7	2.4	11.5
	TOTAL	315	100.0	4.7	107.1
MED CENTER	Black	23	42.6	6.8	7.7
	Hispanic	16	29.6	3.7	4.1
	Other	15	27.8	1.3	3.6
	TOTAL	54	100.0	2.8	15.4
TOTAL	Black	579	32.5	8.2	193.5
	Hispanic	655	36.6	4.5	174.1
	Other	548	30.8	3.0	159.5
	TOTAL	1,780	100.0	4.5	527.1

TOTAL NUMBER OF STUDENTS AFFE
AND POTENTIAL A

CAMPUS	ETHNIC	STUDENTS IN C N
NORTH	Black	618
	Hispanic	496
	Other	430
	TOTAL	1,544
SOUTH	Black	172
	Hispanic	517
	Other	592
	TOTAL	1,281
NEW WORLD	Black	341
	Hispanic	288
	Other	104
	TOTAL	733
MED CENTER	Black	34
	Hispanic	25
	Other	40
	TOTAL	99
TOTAL	Black	1,165
	Hispanic	1,326
	Other	1,166
	TOTAL	3,657

TABLE 6

STUDENTS AFFECTED BY THE NEW STANDARDS OF ACADEMIC PROGRESS
ND POTENTIAL ANNUAL FTE LOSS FOR FALL, 1978-1

STUDENTS IN CATEGORY			POTENTIAL ANNUAL FTE LOSS
N	% OF TOTAL	% OF ETHNIC GROUP	
18	40.0	16.4	128.9
96	32.2	9.5	86.0
30	27.8	6.4	81.8
44	100.0	9.8	296.7
72	13.4	14.3	45.3
17	40.4	9.7	78.0
92	46.2	6.8	98.6
81	100.0	8.4	221.9
41	46.5	20.0	81.4
88	39.3	8.8	52.8
04	14.2	6.1	18.3
33	100.0	11.0	152.5
34	34.3	10.1	9.3
25	25.3	5.9	4.2
40	40.4	3.6	8.2
99	100.0	5.3	21.7
65	31.8	16.6	264.9
26	36.2	9.3	221.0
66	32.0	6.4	206.9
57	100.0	9.2	692.8

MIAMI-DADE COMMUNITY COLLEGE

STANDARDS OF ACADEMIC PROGRESS
Effective Fall Term, 1978

The primary purpose for adopting new Standards of Academic Progress is for the College to be better able to identify and provide assistance for students with academic difficulties. Most students at Miami-Dade do make satisfactory academic progress. However, for those students who experience academic difficulties, the Standards of Academic Progress will alert them and the College in order to correct academic weaknesses at an early point in their college career. The Standards include limiting the number of credits for which students register and prescribe specific kinds of assistance.

The Standards are not intended to discourage or penalize students who are sincerely trying to make good use of the College's instructional services. Rather, the College is committed to providing students as much assistance as possible, so they may be successful in achieving their educational goals. The new Standards of Academic Progress provide students a variety of means to solve their academic problems and to begin to make satisfactory progress. The overall effect of these new Standards should be more satisfactory performance by students in their courses, better use of the special resources provided for students having academic difficulties, and increased public support for the College's efforts to provide sound educational programs of the highest quality.

ACADEMIC STANDARDS CATEGORY	RESULT
1. 7-16 credits attempted with less than a 1.5 cumulative grade point average	Academic warning
2. 17-29 credits attempted with less than a 1.5 cumulative grade point average	Academic probation
3. 17-29 credits registered for but earned credit in less than half	Academic probation
4. 30+ credits attempted with less than a 1.5 cumulative grade point average	Academic suspension*
5. 30+ credits registered for but earned credit in less than half	Academic suspension*

Note: In calculating the category of courses registered for but earned less than half, incomplete grades (I) and audit grades (X) will not be calculated.

DEFINITIONS: STANDARDS OF ACADEMIC PROGRESS RESULTS

Academic warning signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term and 3 credits in the Summer Term. In addition, students should take 3 or more credits as part of a prescribed program of intervention which attempts to assist the student. In such cases, the limitation of credits may be increased to 12. This program of intervention may include developmental studies, a study skill course, career counseling or a combination of all three.

Academic probation signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term, and 3 credits in the Summer Term. As part of the credit limitation students should have 3 or more credits prescribed as part of a program of intervention.

Note: Students in this category (academic probation) who on the basis of each term's performance earn half of their credit and maintain a 2 0 term grade point average will never be suspended for academic reason.

*Academic suspension requires a student to discontinue enrollment at Miami-Dade through the next major term. (Neither the Spring Term, nor the Summer Term, nor the combination of both is considered a major term.)

Probation after suspension. Students who discontinue their enrollment because of suspension during a major term may reenter the College and continue for each subsequent term of enrollment, provided they maintain a 2.0 term grade point average and earn credit in at least half the credits for which they register.

Academic dismissal represents a separation of the student from Miami-Dade Community College for at least twelve months. Academic dismissal occurs after students fail to meet the minimum requirements during probation after suspension. If, after being readmitted following suspension, the students fail to meet minimum standards, which are maintaining a 2.0 term grade point average and earning credit in at least half the courses for which they are registered, they will be separated from the College.

Students are eligible to apply for readmission to the College after the dismissal period. Admission will be on a petition basis; in order for readmission to be approved, the petition must present evidence of some change in the student's circumstances.

Miami-Dade Community College
11011 S.W. 104 Street, Miami, Florida 33176

Medical Center Campus
950 N.W. 20 Street
Miami, Florida 33136

New World Center Campus
300 N.E. 2 Avenue
Miami, Florida 33132

North Campus
11380 N.W. 27 Avenue
Miami, Florida 33167

South Campus
11011 S.W. 104 Street
Miami, Florida 33176

M-DCC Policy, Effective Fall Term, 1978 and thereafter.
*Continuing, former, and transfer students phase into academic standards of progress during Fall and Winter Terms, 1978-79. There will be no academic suspension for any student during this period.

An Equal Access/Equal Opportunity Community College 7/78

April 20, 1978

M E M O R A N D U M

TO: Dr. J. Terence Kelly

FROM: John Losak, Chairman
College-wide EA/EO Committee

SUBJECT: COMMENTS ON PROPOSED ACADEMIC STANDARDS FOR STUDENTS WHO ARE NOT SHOWING ADEQUATE ACADEMIC PROGRESS

A few weeks ago you asked Mr. Cael of our office to collate data for you which would address the issue of the impact of a proposed set of academic standards. He has pulled the data together and prepared a report for your consideration. In talking with him about the project and in reviewing the results, it seemed to me appropriate to address Dr. Hansen's pertinent request of you to study the impact of those proposed standards on our minority students. In this regard, I am addressing these comments as chairman of the College-wide Equal Access/Equal Opportunity Committee. Hopefully, time will permit discussion of these proposals by the full committee. The data, as summarized in Table 1 of Mr. Cael's report, clearly indicate that there would be a disproportionate number of black students impacted by the proposed regulations. The Hispanic group shows a rather consistent pattern of percentage of students in each category which is relatively close to their proportional enrollment in the College. There are, however, approximately 19.5 percent black students enrolled at Miami-Dade and the percentage impact in each of the categories ranges from 34 to 44 percent. It is clear from these data that approximately twice as many black students would be impacted by the proposed regulations as Hispanics and in turn, proportionately fewer "other" students would be impacted than are represented in the general population.

It would seem to me that a short range view might suggest that such disproportionate impact would be contrary to the goals and objectives of Equal Access/Equal Opportunity. I believe that is not the case and would like to suggest several reasons for this position. First, it seems to me that the current College posture could easily be interpreted as one of indifference to the high proportions of black students impacted were we to not take any deliberate action in this regard. If the situation is viewed in this manner, it would seem to call for some direct action by College personnel addressed to the fairly dismal progress of large numbers of students early on in their academic careers. I know that some of these alert systems have been discussed for many years at the College and in fact have been implemented on some occasions on North Campus, at least. (Perhaps some similar interventions at early warning points have been attempted on other campuses as well.) It is my general impression, however, that these interventions have been provided limited resources and that the effect has been minimal. The initiation of fairly rigorously defined and implemented academic standards as you propose should serve immediate notice to all students that a great deal more time and effort in their academic work would be required of them as students at Miami-Dade. It is critical, of course, that along with this notice there be provided adequate resources at the College to intervene in an educationally meaningful way with these students' experiences when they are identified early in their academic careers as moving in the direction of irretrievable academic difficulty. I use the word irretrievable

in the sense of the highly improbable major changes in academic performance needed in order to have the students achieve a grade point average which would permit eventual graduation once they have reached 45 credit hours with a 1.5 grade point average. I see it as no favor to any minority group or person to provide a system in which they are permitted to flounder for as long a period of time as they like with little or no formal attention paid to this problem by the College. This is not to say that resources are not available to students who seek out such resources on an individual basis, but rather to address the issue that administratively and as policy there appear to be no planned College-wide interventions on a routine basis such as might emanate from the proposed policies.

I would take the position then that the initiation of such academic standards demonstrate a care and concern for lack of adequate progress on the part of the student and requires specific identification of those persons who are in need of guidance in the fullest sense of the term.

This is not to argue that a student does not have, in accord with our open door philosophy, the opportunity or even the right to fail and to re-enroll. I would maintain that a student does in fact have that right. Rather, it is to argue that the College has an obligation to intervene as meaningfully as possible with programs and alternatives which attempt to minimize that failure on the part of the student and not to condone the failure through a lack of firm academic policies.

In summary, although the initial impact would appear to be heavier on black students at Miami-Dade than on our other students, it is quite compatible with the philosophy and goals of Equal Access/Equal Opportunity to initiate a set of academic standards which demand of students an academic performance level which would be in keeping with our objective to provide excellence in education to all students. It is not a goal of EA/EO to have students merely "hang around."

JL:grl

ANALYSIS OF THE HYPOTHETICAL IMPACT FOR WINTER TERM 1977-78 OF THE NEW STANDARDS OF ACADEMIC PROGRESS

Research Report 78-96

November 29, 1978

Bill Cael

Research Associate

OFFICE OF INSTITUTIONAL RESEARCH AND
MANAGEMENT INFORMATION SYSTEMS

John Losak, Dean

THE NEW STANDARDS OF ACADEMIC PROGRESS AND THEIR HYPOTHETICAL IMPACT ON WINTER TERM 1977-2 ENROLLMENT AND FTE

This document is the fourth of its type which has been produced to supply information for administrative consideration concerning the impact of the new Standards of Academic Progress. The first two investigations addressed standards which changed during the formative stages of the program. These standards were eventually revised into the current standards which were addressed in the third report. The data contained in this latest report were captured from two sources. Those contained in tables one, two and four were collated from research files constructed at the opening of the Winter Term, 77-2. The standards of progress addressed by these tables are exactly the same as those currently in effect. Tables three and five were developed by expanding on information available in Research Report 78-32. This was necessary due to the constant updating of the credits registered element and the fact that this element is not contained on the research file. The differences between the standards reported in tables three and five, and current standards are: For table three, the current standards are 17-29 credits registered - credit earned less than half, and the data presented are for 16-28 credits registered less than half earned. For category five the current standards are 30 + credits registered - less than half earned. The data for this category are for 28 + credits registered and less than half earned. These changes in definitions have resulted in an estimated 6% inflation in the projected FTE impact of these two categories.

The data in this report show significant increases in terms of numbers of students and FTEs, when compared to those presented for the Fall Term,

78-1, using nearly identical standards. Two of many possible reasons for this phenomenon are:

1. Students whose academic performance was marginal during the Fall Term, 77-1, might persist into the Winter Term, whereas the student who did not achieve scholastic success during the Winter Term would stop out after the assumed summer interlude.
2. The students who are the subject of this report did not know that the standards of progress were changing and therefore these students were operating under the old standards of progress. The Fall Term, 78-1, students who were the subjects of report 78-92 were notified that the standards were changing, and this may have had the effect of dissuading marginal students from regising for the 78-1 term.

While an exact projection of the total impact of the new Standards of Academic Progress is impossible, it should be remembered that the College has dedicated itself to the salvage of the academic careers of students affected. There is no doubt that the New Standards have caused some students to permanently disassociate themselves from Miami-Dade Community College, however, the overall effect of the new standards is not likely to be as dramatic as the data contained in this series of reports, due to the intervention of the Academic Alert System, and the effect of the presence of the new standards on students who will attend Miami-Dade Community College in the future. It must be remembered that the impact of the standards, as measured in these reports, is based upon their sudden implemenation without forewarning.

BC:gb

TABLE 1

CATEGORY 1 - 7-16 CREDITS ATTEMPTED WITH LESS THAN (Warning)
A 1.5 CUMULATIVE GRADE POINT AVERAGE

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY, NUMBER OF STUDENTS IN THE CATEGORY EXCEEDING 9 CREDIT HOURS REGISTERED AND POTENTIAL FTE LOSS FOR WINTER, 1977-2

		STUDENTS IN CATEGORY			STUDENTS EXCEEDING 9 HOURS REGISTERED		
CAMPUS	ETHNIC	N	% OF TOTAL	% OF ETHNIC GROUP	N	% OF CATEGORY	POTENTIAL ANNUAL FTE LOSS
NORTH	Black	336	54.6	6.8	263	42.7	30.2
	Hispanic	142	23.1	3.1	83	13.5	10.1
	Other	137	22.3	2.0	69	11.2	9.7
	TOTAL	615	100.0	3.7	415	67.4	50.0
SOUTH	Black	86	18.3	6.4	64	13.6	7.4
	Hispanic	172	36.6	3.7	84	17.8	11.3
	Other	212	45.1	2.5	98	20.8	12.3
	TOTAL	470	100.0	3.3	246	52.3	31.0
NEW WORLD	Black	162	56.8	9.2	128	44.9	13.7
	Hispanic	92	32.3	3.4	66	23.1	7.8
	Other	31	10.9	1.8	17	5.9	2.4
	TOTAL	285	100.0	4.7	211	74.0	23.9
MED CENTER	Black	5	31.3	1.6	4	25.0	0.6
	Hispanic	2	12.5	0.4	0		
	Other	9	56.3	0.7	3	18.7	0.4
	TOTAL	16	100.0	0.8	7	43.7	1.0
TOTAL	Black	589	42.5	7.0	459	33.1	51.9
	Hispanic	408	29.4	3.3	233	16.8	29.2
	Other	389	28.1	2.1	187	13.4	24.8
	TOTAL	1,386	100.0	7.6	879	63.4	105.9

TABLE 2

CATEGORY 2 - 17-29 CREDITS ATTEMPTED WITH LESS THAN A 1.5 CUMULATIVE GRADE POINT AVERAGE (Probation)

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY, NUMBER OF STUDENTS IN THE CATEGORY EXCEEDING 9 CREDIT HOURS REGISTERED AND POTENTIAL FTE LOSS FOR WINTER, 1977-2

		STUDENTS IN CATEGROY			STUDENTS EXCEEDING 9 HOURS REGISTERED		
CAMPUS	ETHNIC	N	% OF TOTAL	% OF ETHNIC GROUP	N	% OF CATEGORY	POTENTIAL ANNUAL FTE LOSS
NORTH	Black	163	65.7	3.3	125	50.4	14.1
	Hispanic	47	19.0	1.0	24	9.7	2.9
	Other	38	15.3	0.5	17	6.8	2.2
	TOTAL	248	100.0	1.5	166	66.9	19.2
SOUTH	Black	36	19.9	2.7	23	12.7	2.7
	Hispanic	70	38.7	1.5	26	14.4	2.9
	Other	75	41.4	0.9	31	17.1	3.7
	TOTAL	181	100.0	1.3	80	44.2	9.3
NEW WORLD	Black	59	59.6	3.4	40	40.4	4.2
	Hispanic	27	27.3	1.0	13	13.1	1.5
	Other	13	13.1	0.8	7	7.0	0.9
	TOTAL	99	100.0	1.6	60	60.5	6.6
MED CENTER	Black	5	35.7	1.6	2	14.2	0.3
	Hispanic	4	28.6	0.9	4	28.6	0.7
	Other	5	35.7	0.4	1	7.2	0.3
	TOTAL	14	100.0	0.7	7	50.0	1.3
TOTAL	Black	263	48.5	3.1	190	35.0	21.3
	Hispanic	148	27.3	1.2	67	12.4	8.0
	Other	131	24.2	0.7	55	10.3	7.1
	TOTAL	542	100.0	1.4	312	57.7	36.4

TABLE 3

CATEGORY 3 - 16-27 CREDITS REGISTERED FOR BUT EARNED (Probation)
CREDIT IN LESS THAN HALF

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY, NUMBER OF STUDENTS IN THE CATEGORY EXCEEDING 9 CREDIT HOURS REGISTERED AND POTENTIAL FTE LOSS FOR WINTER, 1977-2

		STUDENTS IN CATEGORY			STUDENTS EXCEEDING 9 HOURS REGISTERED		
CAMPUS	ETHNIC	N	% OF TOTAL	% OF ETHNIC GROUP	N	% OF CATEGORY	POTENTIAL ANNUAL FTE LOSS
NORTH	Black	139	48.1	2.8	99	34.3	11.5
	Hispanic	77	26.6	1.7	28	9.7	8.4
	Other	73	25.3	1.1	26	9.0	3.1
	TOTAL	289	100.0	1.8	153	53.0	23.0
SOUTH	Black	45	20.3	3.4	30	13.5	3.6
	Hispanic	75	33.8	1.6	32	14.4	4.2
	Other	102	45.9	1.2	35	15.8	5.5
	TOTAL	222	100.0	1.5	97	43.7	13.3
NEW WORLD	Black	48	45.3	2.8	44	41.5	4.9
	Hispanic	39	36.8	1.5	26	24.5	2.8
	Other	19	17.9	1.2	9	8.5	1.0
	TOTAL	106	100.0	1.8	79	74.5	8.7
MED CENTER	Black	7	41.2	2.2	4	23.5	0.6
	Hispanic	4	23.5	0.9	2	11.7	0.3
	Other	6	35.3	0.5	2	11.7	0.3
	TOTAL	17	100.0	0.9	8	46.9	1.2
TOTAL	Black	239	37.7	2.9	177	27.9	20.6
	Hispanic	195	30.7	1.6	88	13.9	11.0
	Other	200	31.6	1.1	337	11.4	9.9
	TOTAL	634	100.0	1.6	337	53.2	41.5

TABLE 4

CATEGORY 4 - 30+ CREDITS ATTEMPTED WITH LESS THAN A 1.5 CUMULATIVE GRADE POINT AVERAGE (Suspension)

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY AND POTENTIAL FTE LOSS FOR WINTER, 1977-2

		STUDENTS IN CATEGORY			POTENTIAL ANNUAL FTE LOSS
CAMPUS	ETHNIC	N	% OF CATEGORY	% OF ETHNIC GROUP	
NORTH	Black	248	56.9	5.0	90.1
	Hispanic	85	19.5	1.9	26.5
	Other	103	23.6	1.5	33.3
	TOTAL	436	100.0	2.7	149.9
SOUTH	Black	71	24.2	5.3	24.0
	Hispanic	91	31.1	2.0	27.1
	Other	131	44.7	1.6	37.3
	TOTAL	293	100.0	2.0	88.4
NEW WORLD	Black	89	59.7	5.1	32.1
	Hispanic	43	28.9	1.6	14.9
	Other	17	11.4	1.0	5.5
	TOTAL	149	100.0	2.5	52.5
MED CENTER	Black	5	35.7	0.3	1.9
	Hispanic	6	42.9	1.4	1.9
	Other	3	21.4	0.3	1.6
	TOTAL	14	100.0	0.7	5.4
TOTAL	Black	413	46.3	5.0	148.1
	Hispanic	225	25.2	1.8	70.4
	Other	254	28.5	1.4	77.7
	TOTAL	892	100.0	2.3	296.2

TABLE 5

CATEGORY 5 - 28+ CREDITS REGISTERED FOR BUT EARNED (Suspension) CREDIT IN LESS THAN HALF

CAMPUS AND ETHNIC DISTRIBUTIONS OF THE NUMBER OF STUDENTS IN THE CATEGORY AND POTENTIAL FTE LOSS FOR WINTER, 1977-2

		STUDENTS IN CATEGORY			POTENTIAL ANNUAL FTE LOSS
CAMPUS	ETHNIC	N	% OF CATEGORY	% OF ETHNIC GROUP	
NORTH	Black	391	60.2	8.0	141.2
	Hispanic	117	18.0	2.6	25.8
	Other	141	21.8	0.3	41.6
	TOTAL	649	100.0	4.0	208.6
SOUTH	Black	95	23.4	7.1	32.1
	Hispanic	130	32.0	2.8	37.2
	Other	181	44.6	2.1	52.6
	TOTAL	406	100.0	-	121.9
NEW WORLD	Black	121	58.2	7.0	43.5
	Hispanic	67	32.2	-	22.7
	Other	20	9.6	1.2	6.3
	TOTAL	208	100.0	3.4	72.5
MED CENTER	Black	7	36.8	2.2	2.5
	Hispanic	8	42.1	1.8	2.5
	Other	4	21.1	0.3	1.8
	TOTAL	19	100.0	1.0	6.8
TOTAL	Black	614	47.9	7.4	219.3
	Hispanic	322	25.1	2.6	88.2
	Other	346	27.0	1.9	102.3
	TOTAL	1,282	100.0	3.3	409.8

TABLE 6

TOTAL NUMBER OF STUDENTS AFFECTED BY THE NEW STANDARDS OF ACADEMIC PROGRESS AND POTENTIAL ANNUAL FTE LOSS FOR WINTER, 1977-2

	STUDENTS IN CATEGORY				POTENTIAL ANNUAL FTE LOSS
CAMPUS	ETHNIC	N	% OF TOTAL	% OF ETHNIC GROUP	
NORTH	Black	1,277	57.2	25.9	287.1
	Hispanic	468	20.9	10.2	73.7
	Other	492	21.9	7.1	89.9
	TOTAL	2,237	100.0	13.6	450.7
SOUTH	Black	333	21.2	24.8	69.8
	Hispanic	538	34.2	11.7	82.7
	Other	701	44.6	8.3	111.4
	TOTAL	1,572	100.0	10.9	263.9
NEW WORLD	Black	479	56.5	27.4	98.4
	Hispanic	268	31.6	10.0	49.7
	Other	100	11.9	6.0	16.1
	TOTAL	847	100.0	13.9	164.2
MED CENTER	Black	29	36.2	9.2	5.9
	Hispanic	24	30.0	5.4	5.4
	Other	27	33.8	2.2	4.4
	TOTAL	80	100.0	4.1	15.7
TOTAL	Black	2,118	44.8	25.4	461.2
	Hispanic	1,298	27.4	10.6	211.5
	Other	1,320	27.8	7.2	221.8
	TOTAL	4,736	100.0	12.2	894.5

MIAMI-DADE COMMUNITY COLLEGE

STANDARDS OF ACADEMIC PROGRESS
Effective Fall Term, 1978

The primary purpose for adopting new Standards of Academic Progress is for the College to be better able to identify and provide assistance for students with academic difficulties. Most students at Miami-Dade do make satisfactory academic progress. However, for those students who experience academic difficulties, the Standards of Academic Progress will alert them and the College in order to correct academic weaknesses at an early point in their college career. The Standards include limiting the number of credits for which students register and prescribe specific kinds of assistance.

The Standards are not intended to discourage or penalize students who are sincerely trying to make good use of the College's instructional services. Rather, the College is committed to providing students as much assistance as possible, so they may be successful in achieving their educational goals. The new Standards of Academic Progress provide students a variety of means to solve their academic problems and to begin to make satisfactory progress. The overall effect of these new Standards should be more satisfactory performance by students in their courses, better use of the special resources provided for students having academic difficulties, and increased public support for the College's efforts to provide sound educational programs of the highest quality.

ACADEMIC STANDARDS CATEGORY	RESULT
1. 7-16 credits attempted with less than a 1.5 cumulative grade point average	Academic warning
2. 17-29 credits attempted with less than a 1.5 cumulative grade point average	Academic probation
3. 17-29 credits registered for but earned	Academic probation
4. 30+ credits attempted with less than a 1.5 cumulative grade point average	Academic suspension*
5. 30+ credits registered for but earned credit in less than half	Academic suspension*

Note: In calculating the category of courses registered for but earned less than half, incomplete grades (I) and audit grades (X) will not be calculated.

DEFINITIONS: STANDARDS OF ACADEMIC PROGRESS RESULTS

Academic warning signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term and 3 credits in the Summer Term. In addition, students whould take 3 or more credits as part of a prescribed program of intervention which attempts to assist the student. In such cases, the limitation of credits may be increased to 12. This program of intervention may include developmental studies, a study skill course, career counseling or a combination of all three.

Academic probation signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term, and 3 credits in the Summer Term. As part of the credit limitation students should have 3 or more credits prescribed as part of a program of intervention.

Note: Students in this category (academic probation) who on the basis of each term's performance earn half of their credit and maintain a 2.0 term grade point average will never be suspended for academic reason.

*Academic suspension requires a student to discontinue enrollment at Miami-Dade through the next major term. (Neither the Spring Term, nor the Summer Term, nor the combination of both is considered a major term.)

Probation after suspension. Students who discontinue their enrollment because of suspension during a major term may reenter the College and continue for each subsequent term of enrollment, provided they maintain a 2.0 term grade point average and earn credit in at least half the credits for which they register.

Academic dismissal represents a separation of the student from Miami-Dade Community College for at least twelve months. Academic dismissal occurs after students fail to meet the minimum requirements during probation after suspension. If, after being readmitted following suspension, the students fail to meet minimum standards, which are maintaining a 2.0 term grade point average and earning credit in at least half the courses for which they are registered, they will be separated from the College.

RESEARCH REPORT NO. 78-96

PERSON	DATE
Doug Matthewson Executive Committee	1/4/79

IMPACT OF STANDARDS OF ACADEMIC PROGRESS
END OF WINTER 1978-79

John Losak

Office of

Institutional Research

and

Management Information Systems

Miami-Dade Community College

Research Report No. 79-30

May 9, 1979

May 9, 1979

M E M O R A N D U M

TO: Executive Committee

FROM: John Losak

SUBJECT: IMPACT OF STANDARDS OF ACADEMIC PROGRESS, END OF WINTER 1978-79

Attached please find a table which summarizes the standards of academic progress standings for students at the end of the Winter Term 1978-79. The distribution is college-wide, by ethnic category. My understanding is that each of the campuses has previously received a printout of this same information by campus, but not college-wide. The tables are designed to provide an overall count, percentage of the ethnic distribution by category, and then a percentage of the standing by ethnic. For Table 2 we find that the suspension category is comprised of 24% white, 38.1% black non-Hispanic and 37% Hispanic. In contrast, the total college population during the Winter Term consisted of 43% white, 18% black and 36% Hispanic.

The figures clearly indicate that the Hispanic proportion in the general student population is approximately represented in the suspension category, the white non-Hispanic population is well under-represented in the suspension category, and the black non-Hispanic students are in the suspension category in double the proportion they represent in the general student population.

From Table 1 it can be seen that 2,512 students were suspended. Based on previous evidence, almost exactly one-half of those students who were in that category voluntarily did not return to Miami-Dade the succeeding Fall Term. It follows from previous credit load enrollments of those who did return that approximately 350 FTE for Fall Term 1979-80 alone will be lost (above and beyond the FTE lost via customary attrition) if none of those suspended return. Some students will receive permission to enroll and some will attend special courses in the Summer Term and become eligible to enroll; how many is indeterminant.

In addition to the FTE loss from suspension, it can reasonably be anticipated that some of those who were sent letters placing them on probation will take this as a signal to discontinue their enrollment at Miami-Dade earlier than they may otherwise have chosen to do. In all, a minimal loss of 350 FTE for Fall Term 1978-80 is anticipated as a direct result of the initial implementation of the new Standards of Academic Program.

JL:pa

Attachment

SUMMARY OF END OF WINTER TERM 1978-79 STUDENT STANDING IN RELATION TO STANDARDS OF ACADEMIC PROGRESS

TABLE 1

NUMBER OF STUDENTS BY ETHNIC CATEGORY BY ACADEMIC PROGRESS STANDING

ETHNIC CATEGORY	CLEAR STANDING	WARNING A	PROBATION B C	SUSPENSION D E	EXTENDED PROBATION	TOTAL
WHITE NON-HISPANIC	16,954	341	623	603	187	18,708
BLACK NON-HISPANIC	5,883	281	621	957	168	7,910
HISPANIC	13,754	404	739	932	234	16,063
ASIAN	602	24	11	17	4	658
AMERICAN INDIAN	105	4	6	3	1	119
UNDESIGNATED	58	1	2	-	1	62
TOTAL	37,356	1,055	2,002	2,512	595	43,520

TABLE 2

PERCENT WITHIN ETHNIC CATEGORY BY ACADEMIC PROGRESS STANDING

WHITE NON-HISPANIC	45.4	32.3	31.1	24.0	31.4	43.0
BLACK NON-HISPANIC	15.7	26.6	31.0	38.1	28.2	18.2
HISPANIC	36.8	38.3	36.9	37.1	39.3	36.9
ASIAN	1.6	2.3	0.6	0.7	0.7	1.5
AMERICAN INDIAN	0.3	0.4	0.3	0.1	0.2	0.3
UNDESIGNATED	0.2	0.1	0.1	-	0.2	0.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 3

PERCENT WITHIN ACADEMIC PROGRESS STANDING BY ETHNIC CATEGORY

WHITE NON-HISPANIC	90.6	1.8	3.4	3.2	1.0	100.0
BLACK NON-HISPANIC	74.4	3.6	7.8	12.1	2.1	100.0
HISPANIC	85.6	2.5	4.6	5.8	1.5	100.0
ASIAN	91.5	3.6	1.7	2.6	0.6	100.0
AMERICAN INDIAN	88.2	3.4	5.0	2.5	0.9	100.0
UNDESIGNATED	93.6	1.6	3.2	-	1.6	100.0
TOTAL	85.8	2.4	4.6	5.8	1.4	100.0

DATA SOURCE: REG44J00 Standards of Academic Progress tabulation of students by ethnic and standing.

PREPARED BY: Anita Allbright
Office of Institutional Research

DATE OF REPORT: May 3, 1979

AA:pa

IMPACT OF THE STANDARDS OF ACADEMIC PROGRESS UPON ENROLLMENT

Hal Corson

Office of
Institutional Research
and
Management Information Systems

Miami-Dade Community College

Research Report No. 79-35

May 17, 1979

May 17, 1979

M E M O R A N D U M

TO: DR. JOHN LOSAK

FROM: HAL CORSON HC

SUBJECT: IMPACT OF THE STANDARDS OF ACADEMIC PROGRESS UPON ENROLLMENT

Using actual enrollment data from previous terms, an attempt was made to establish some baselines regarding the effect the implementation of the Standards of Academic Progress (SOAP) will have upon future enrollment. Two sets of term-to-term analyses were conducted on past terms examining the subsequent enrollment of students whose performance was such that under the SOAP they would have been suspended. The results indicate that these students were responsible for generating sizable numbers of FTEs in their next term of enrollment.

In the first analysis, students completing the 1977-78 Winter Term were examined to determine what their status would have been under the SOAP now in effect. Of the 42,933 students enrolled for that term, 1,786 (4.2%) finished with academic performance measures which would have resulted in their suspension. Specifically, these students had either: (1) registered for 30 or more credits but earned credit for fewer than half or (2) attempted 30 or more credits but had less than a 1.5 cumulative GPA.

Next, this group of 1,786 students was examined to determine the extent to which individuals reenrolled for the next major term, the 1978-79 Fall Term. A total of 806 (45.1%) students actually did return, and they collectively were responsible for generating 245 FTEs. If the SOAP had been in effect during the 1978-79 Fall Term, the exclusion of the 806 students described above would have lowered the term FTE total by 245. No attempt was made to determine what the impact upon enrollment would have been if returning students from other terms had also been prohibited from enrolling, but this would certainly have resulted in reducing the total FTE enrollment even further.

A similar analysis was conducted for students who enrolled in the 1978-79 Winter Term, but who, upon completion of their 1978-79 Fall Term enrollment, would have been prohibited from subsequent registration if the SOAP had been in force. There were 1,141 such students and they were responsible for generating 335 FTEs during the 1978-79 Winter Term. As before, this FTE figure is based solely upon those students who returned from one specific term, namely the Fall of 1978-79. Undoubtedly there were other students enrolled who, if the SOAP had been in effect, would not have been allowed to register.

For the reason just presented, the estimated impact upon enrollment described above should be considered a low estimate. However, there is an even more important reason for treating these enrollment impact estimates as minimal, and that is because of the cumulative effect which will occur. The work done thus far is focused on the impact a particular group of suspended students would have upon one specific term, but actually, the effect would be spread over a number of terms. Admittedly, the major effect from the suspension of a group of students would occur in the next major term, but the impact would continue over subsequent terms to the extent that the suspended students would have otherwise enrolled. Since no estimate of this cumulative effect has been prepared, it is best to consider the one-term impacts as conservative.

HC:sf

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South Campus
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Miami, Florida 33176

New World Center Campus
N.E. Third Street at Second Avenue
Miami, Florida 33132

Medical Center Campus
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